



Culford

**Senior School  
Educational Policies**

# Contents

<b>General Academic Policies .....</b>	<b>9</b>
<b>Curriculum .....</b>	<b>9</b>
Curriculum Overview.....	10
Fourth Form Curriculum.....	10
Fifth Form Curriculum .....	10
Sixth Form Curriculum .....	11
PSHCE Curriculum .....	11
University Entry and Careers .....	12
<b>Academic Schedule .....</b>	<b>12</b>
<b>Academic Behaviour .....</b>	<b>13</b>
Pupil Performance .....	13
Academic Sanctions and Support.....	14
Academic Rewards .....	15
<b>Assessment and Reporting .....</b>	<b>15</b>
Assessments .....	15
Reports .....	16
General Points .....	16
Subject Reports .....	16
Tutor Reports .....	17
Housemasters'/mistresses' Reports .....	17
Assessment Criteria and Grades .....	17
Effort Descriptions .....	18
<b>Marking Policy .....</b>	<b>18</b>
Purpose of Marking.....	18
Method and Recording of Marking.....	18
Marking during coursework or Controlled Assessment (CA) periods.....	19
Learning and Marking Reviews.....	19
Plagiarism .....	19
<b>Prep Policy .....</b>	<b>20</b>

Length of Prep .....	20
Private Study .....	20
<b>Spelling Policy .....</b>	<b>21</b>
Marking Spelling .....	21
<b>Value Added Policy .....</b>	<b>22</b>
<b>Departmental Policies .....</b>	<b>22</b>
Departmental Audits .....	22
Checking Planners.....	22
Holiday Work .....	23
Outdoor Classes .....	23
Films and Television Programmes.....	23
Parents' Meetings .....	23
Text Books .....	23
Audio-Visual Equipment.....	24
<b>Library .....</b>	<b>24</b>
Bringing Classes to the Library .....	24
Information Literacy .....	25
<b>Pupils with Specific Educational Needs.....</b>	<b>26</b>
<b>English as an Additional Language.....</b>	<b>26</b>
Reading .....	26
Writing.....	26
Listening .....	26
Speaking.....	27
Learning New Vocabulary.....	27
<b>Special Educational Needs.....</b>	<b>27</b>
Curriculum Provision.....	28
School Action .....	28
School Action Plus .....	28
Statutory Assessment, Statement of Special Educational Needs and Education, Health and Care Plans.....	29
Learning Development Lessons .....	29

Parent Partnership .....	29
<b>Scholars .....</b>	<b>29</b>
<b>Daily Routines and Structures .....</b>	<b>30</b>
<b>Induction .....</b>	<b>30</b>
<b>Assemblies and Collective Worship.....</b>	<b>30</b>
<b>Timetable .....</b>	<b>30</b>
<b>Registration.....</b>	<b>31</b>
<b>Activities.....</b>	<b>31</b>
Combined Cadet Force .....	31
Community Service.....	32
Duke of Edinburgh’s Award Scheme .....	32
Lost Property .....	32
Pupil-Run Events and Clubs .....	32
Sixth Form Centre.....	33
School Council.....	33
<b>Prefects .....</b>	<b>33</b>
Visibility and Approachability .....	33
Sanctions and Praise.....	33
The Appointment Process.....	33
Prefects’ Code of conduct.....	34
<b>Behaviour and Discipline .....</b>	<b>35</b>
<b>General Policy .....</b>	<b>35</b>
<b>General Values of Discipline .....</b>	<b>35</b>
Self-Respect .....	35
Respect for Others.....	35
Respect for the Environment .....	36
<b>Sanctions .....</b>	<b>36</b>
Investigation of Incidents .....	37
Communication with Parents .....	38
<b>Rules.....</b>	<b>38</b>

Alcohol and Public Houses .....	38
Alcohol at School Events .....	38
Drugs and Illegal Substances .....	39
Smoking.....	39
Attendance.....	39
Bounds.....	40
Cars .....	40
ICT .....	41
Mobile Telephones .....	41
Dress .....	41
Prohibitions .....	42
Sexual Behaviour.....	42
Stealing.....	42
<b>Anti-Bullying Policy – Senior and Prep School .....</b>	<b>43</b>
<b>General Statement.....</b>	<b>43</b>
<b>Action the School takes to Prevent Bullying.....</b>	<b>43</b>
<b>How the School Deals with Bullying .....</b>	<b>44</b>
<b>Cyberbullying .....</b>	<b>45</b>
<b>Bereavement .....</b>	<b>46</b>
<b>Actions in the event of the death of a parent .....</b>	<b>46</b>
<b>Actions in the event of the death of a pupil.....</b>	<b>46</b>
<b>Actions in the event of the death of a member of staff .....</b>	<b>47</b>
<b>Boarding.....</b>	<b>48</b>
<b>General Policy .....</b>	<b>48</b>
Contact with Parents.....	48
Facilities and opportunities .....	48
Guardians .....	49
Health and Safety Issues .....	49
Induction .....	49
Leadership Opportunities.....	49

Matrons.....	49
Medical Centre.....	49
Paddy and Scott's & the Tuck Shop .....	49
Personal Property .....	50
Rewards and Sanctions .....	50
Staff Accommodation.....	50
Study Leave and Exams Guidance.....	50
Visitors to the Boarding Houses.....	51
Weekends.....	51
Welfare .....	51
<b>General Policies for Teachers.....</b>	<b>54</b>
<b>Absence.....</b>	<b>54</b>
Illness.....	54
Day Visits with School Parties .....	54
Private Business .....	54
Emergency Cover .....	54
<b>Contact and Relationships with Pupils .....</b>	<b>54</b>
<b>Invigilation.....</b>	<b>55</b>
<b>Media Approaches .....</b>	<b>56</b>
<b>PR and Social Media .....</b>	<b>56</b>
<b>Private Tuition.....</b>	<b>56</b>
<b>Tutoring .....</b>	<b>57</b>
Tutoring the Sixth Form .....	57
<b>Appendix 1 Child Protection (Safeguarding) Policy.....</b>	<b>58</b>
<b>Appendix 2 Out of School Trips Policy .....</b>	<b>72</b>
Trips Out of School .....	72
<b>Appendix 3 ICT Policies .....</b>	<b>79</b>
<b>Overview.....</b>	<b>79</b>
Social Media .....	79
<b>Safety.....</b>	<b>80</b>

Incidents .....	80
Responding to incidents of misuse .....	81
<b>Email .....</b>	<b>81</b>
Managing email .....	81
Sending emails .....	81
Receiving emails.....	82
Emailing Personal, Special Category, Confidential or Classified Information .....	82
<b>Internet Access .....</b>	<b>82</b>
Managing the Internet.....	82
Personal or Special Category Information .....	83
Safe Use of Images, Video and Sound Recordings.....	83
Storage of images, video and sound recordings.....	84
Conferencing .....	84
School ICT Equipment.....	84
Portable & Mobile ICT Equipment.....	84
Mobile Technologies .....	85
Managing Social Networking .....	85
Telephone Services .....	85
Monitoring .....	85
Breaches.....	86
Computer Viruses .....	86
Data Protection and Security .....	86
New Software or Apps .....	86
<b>Security .....</b>	<b>86</b>
Passwords .....	86
Remote Access.....	87
<b>Inventions, Patents, Copyright .....</b>	<b>87</b>
Other digital Communications.....	87
<b>Appendix 4 Uniform.....</b>	<b>88</b>





## General Academic Policies

### Curriculum

All pupils of compulsory age attend school full-time which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. We aim to uphold the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

Fourth Form pupils learn a very broad range of subjects and Fifth Form pupils normally study between eight and ten subjects depending on individual needs and aptitudes; therefore the breadth of educational experience is maintained for as long as possible. Most pupils take GCSEs in English Language and Literature and at least one modern language, which foster their linguistic skills. All pupils take GCSEs in Mathematics and either the three separate sciences or double award science. ICT, PRE (Philosophy, Religion and Ethics) History, Geography, Art, Music, Drama and Design Technology are core in the Fourth Form. All of these subjects except ICT are also available as GCSEs. There are two double games lessons on the curriculum in each year group and a weekly period of PE in the Fifth Forms.

Heads of Department ensure that the content of the courses selected is suitable for each year group in the Fourth Form and appropriate GCSE, A level specifications are chosen thereafter. Schemes of work, lesson plans and teaching make provision for differentiation in accordance with the aptitudes of the pupils so that all pupils have the opportunity to learn and make progress. There is also setting in the core subjects in the Fourth Form and GCSE years. 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. 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.

There are no pupils with educational statements. However, 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 either 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 through the Learning Development policy.

Personal, social, health and citizenship education (PSHCE) is integral to everything pupils experience at Culford, where the focus is on the holistic development of the individual, and reflects the school's aims and ethos. We have a specific off-curriculum programme in the Fourth Form, weekly lessons in the Fifth Form and PSHCE is a fundamental part of the sixth form enrichment programme. See the PSHCE Handbook for further details. All Fourth Form pupils are taught PRE and all year groups experience regular assemblies and weekly Collective Worship. There is a step-by-step programme for selecting subjects to study, careers, UCAS and higher education. A full and appropriate A level programme is available for pupils between the ages of 16 to 18.

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. We give professional guidance to pupils about their suitability to study subjects. Pupils are well prepared for the opportunities, responsibilities and experience of adult life in British Society through our breadth and choice of curriculum; learning and teaching; extra-curricular and pastoral programmes; PSHCE, Chaplaincy, Assemblies, Collective Worship; careers, UCAS, higher education programmes; sixth form enrichment.

The curriculum is outlined in the Curriculum Overview table below, subject to change and fine-tuning. There are 44 periods every week and most are 40 minutes in duration. Classes which are arranged in

GCSE sets according to ability are highlighted in bold. Lessons begin at 08.45 and end at 15.30, with a full range of extra-curricular activities on offer between 15.50 and 17.20 every day. There are eight periods each week day with five on Saturday morning for Senior School pupils. Prep is set every night according to year group Prep time-tables in the Fourth and Fifth Forms.

## Curriculum Overview

(subject to fine-tuning according to need)

	Fourth Form		Fifth Form		Lower Sixth		Upper Sixth	
	Classes	Periods	Classes	Periods	Classes	Periods	Classes	Periods
Art	6	2	2	4	2	8	2	8
Art Textiles					2	8	2	8
Business Studies					2	8	2	8
Business Tech					2	8		
Digital Media					2	8		
DT	6	2	2	4	2	8	2	8
Economics					2	8	2	8
<b>English</b>	4	5	4	5 or 6	2	8	2	8
Further Maths					1	15	1	15
Geography	4	3	2	4	2	8	2	8
History	4	3	2	4	2	8	2	8
ICT	4	1						
<b>Languages</b>								
<b>French</b>	3	3	3	4	1	8	1	8
<b>Spanish</b>	3	3	2	4	1	8	1	8
<b>Maths</b>	4	5	4	5	3	8	2	8
Music	4	1	1	4	1	8	1	8
PE - Core			4	1 or 2				
Physical Education			2	4	1	8	1	8
PSHCE			4	1				
Psychology					2	8	2	8
PRE	4	2	2	4	1	8	1	8
<b>Science</b>								
<b>Biology</b>	4	3	2 or 3	3	2	8	2	8
<b>Chemistry</b>	4	3	2 or 3	3	2	8	2	8
<b>Physics</b>	4	3	2 or 3	3	2	8	2	8
Theatre Studies	4	1	1	4	1	8	1	8

In the Fifth Form, two classes in each year group also study separate sciences in four periods each of Biology, Chemistry and Physics. Bespoke EAL and LD classes are arranged throughout the timetable. PSHCE, apart from the 5<sup>th</sup> Form, is experienced off time-table.

### Fourth Form Curriculum

Pupils study the following broad range of subjects: Art; Design and Technology; Drama; English Language and Literature; French; Geography; History; ICT; Mathematics; Music; PRE (Philosophy, Religion and Ethics); Science (Biology, Chemistry, Physics), Spanish. Pupils are set according to ability for: Mathematics; Humanities (English, Geography, History and PRE); French; Science; Spanish. There is a weekly tutorial and PSHCE session, encompassing, for example: target setting/monitoring; study skills; PSHCE seminars/discussions. There are also two double Games periods each week.

### Fifth Form Curriculum

Pupils study a number of GCSEs according to aptitude and needs. However, in general, pupils take the following compulsory courses: English and English Literature; Mathematics; Double Award Science (Biology, Chemistry, Physics); a choice of at least one language (French or Spanish). Pupils also select to study up to a further three (sometimes four if high ability) optional subjects from: Art; Design and Technology; Drama; Geography; History; Languages; Music; Physical Education; PRE; Separate Sciences. Pupils are set according to ability for: English; Mathematics; Science; Languages. IGCSE is taught to all pupils for Mathematics, English and Geography. Every week pupils also have one period of PSHCE (covering topics such as relationships, assertiveness, health, government,

finance, British values), one period of 'Learning to learn' (covering personal learning and thinking skills, assessment for learning and study skills) and Physical Education. There are also two double Games periods each week and an off-time-table study skills programme.

### **Sixth Form Curriculum**

Pupils generally take three A level subjects in the Lower Sixth and Upper Sixth; exceptions may include further mathematicians and high ability pupils if the fourth subject does not diminish performance in the main three subjects. The wide range of subjects on offer include: Art and Design (and in addition Textile Design and Three Dimensional Design); Business; Business Technical; Digital Media; DT; Economics; English Literature; Geography; History; Mathematics; Modern Languages (French or Spanish); Music; Sport; Psychology; PRE; Sciences (Biology, Chemistry, Physics); Theatre Studies.

Pupils studying Further Mathematics are taught AS/A2 Mathematics for fifteen periods in the Lower Sixth and then AS/A2 Further Mathematics for fifteen periods in the Upper Sixth. There is a Sixth Form Enrichment Programme which includes: events, seminars, workshops and visits in relation to topics such as team building, leadership, presentation skills and a range of PSHCE issues. Each pupil also completes a guided independent research project involving a key presentation. There are rigorous study skills, careers and UCAS/higher education programmes. Further details concerning the curriculum and each subject are outlined in the Fourth Form and GCSE Curriculum Booklets and the Sixth Form Prospectus.

The learning journey is very important and therefore we develop in pupils as they move through the Senior School the following 'Personal Learning and Thinking Skills (PELTS): Independent enquiry; team work; participation; self-management; reflective learning; creative thinking; tenacity. These skills are developed within and beyond lessons, via our Study Skills Programmes and also via 'Learning to Learn' and PSHCE; there are PELTS rewards to highlight the importance of these skills, which are also assessed via assessment cards and reports. A "Leadership and Life Skills" Programme is also integrated into the Lower Sixth Curriculum which covers topics such as leadership, communication, interview skills, CV writing and University applications.

This policy should be read in conjunction with other policies: marking and Prep; Learning Development; EAL; gifted/talented/scholars. It should also be read in relation to other handbooks: PSHCE; subject handbooks; further education and UCAS; study skills. Separate documents also outline: Fourth Form courses; GCSE courses; Sixth Form courses; the Gifted, Talented, Scholars programme; sixth form enrichment; learning and teaching.

### **PSHCE Curriculum**

Adolescence is a time when young people undergo major transitions and begin to develop autonomy and independence. At the same time they are expected to cope with: academic and social pressures; changing dynamics in relationships with family and friends; increasing exposure to such 'adult' concerns as the Internet, drugs, drinking and sexuality. PSHCE gives pupils opportunities to find out about and discuss, in a safe environment, issues that are relevant to their lives.

PSHCE at Culford aims to promote the physical, social, healthy and mental well-being 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

PSHCE is part of the wider school ethos of promoting self-respect for others. This ethos is inherent throughout the school in peer mentoring and the buddy system for 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 PSHCE curriculum. The school is a member of the PSHCE Association and a chartered school of PSHCE.

## University Entry and Careers

Culford's careers guidance programme is designed to support pupils throughout their time at the School and draws upon the expertise of external agencies as well as the skills and experience of those within the School. The programme is the responsibility of the Deputy Head and Head of Sixth Form. Others involved in providing careers support are house staff, tutors, subject teachers and personnel from external agencies such as Cambridge Occupational Analysts. The programme has three major strands:

- Helping pupils make informed, sensible decisions about exam courses and possible career paths
- Helping pupils develop appropriate skills and work experience
- Guiding pupils through applications to higher education, further education or employment

Cambridge Occupational Analysts run a careers selection programme for the Lower Fifth, which includes a one-to-one interview with a careers adviser, and a Higher Education Course-finder programme for the Lower Sixth. A range of print resources and promotional material is held in the school library.

## Academic Schedule

Assessments (grades), reports and parents' meetings are highlighted in bold. Please note that this schedule may be subject to minor changes.

### Autumn Term

#### First half-term

Subject Choice Meetings	5th, Sixth Form
Academic Presentations	4th Form, L5, L6
Scholars Meetings	All year groups
Career Interviews	U5
UCAS Applications	U6
MidYIS/YELLIS/CAT	4 <sup>th</sup> Form, L5, L6
Study Skills seminars	4 <sup>th</sup> Form, L6
'A' level subject tasters	U5
Sixth Form Choices Forum	U5
<b>Tutor Meeting</b>	<b>4<sup>th</sup></b>
<b>Assessments</b>	<b>All year groups</b>

#### Second half-term

UCAS Presentation	Parents/pupils
HT Tests	L6
<b>Parents' Meeting</b>	<b>4<sup>th</sup></b>
<b>Assessments</b>	<b>L6</b>
<b>Parents' Meeting</b>	<b>L6</b>
Internal examinations	L5
<b>Assessments or exams</b>	<b>4<sup>th</sup>, L5, L6</b>
<b>Reports</b>	<b>U5, U6</b>
A level Choices selection	U5

### Spring Term

#### First half-term

GCSE Mock Examinations	U5
<b>Parents' Meeting</b>	<b>U5</b>
<b>Parents' Meeting</b>	<b>L5</b>
13+ Scholarships	U3/external candidates
13+ Induction Day	U3/external candidates
Revision 'survival'	U5
GCSE Re-mocks	U5
<b>Assessments or exams</b>	<b>L5, U5, L6, U6</b>
<b>Reports</b>	<b>4<sup>th</sup></b>

#### Second Half-term

Half-Term Mocks	U6
Half-Term Tests	L6
<b>Parents' Meeting</b>	<b>U6</b>
Oxbridge Forum	L6
<b>Assessments</b>	<b>5<sup>th</sup> Form, U6</b>
<b>GCSE Choices Evening</b>	<b>4th Form</b>
<b>Reports</b>	<b>L6</b>
<b>Parents' U5 'Survival'</b>	<b>5<sup>th</sup> Form</b>
GCSE selection	4 <sup>th</sup> Form

### Summer Term

#### First half-term

<b>Assessments</b>	<b>F4, L5, L6</b>
Speech Day/prize giving	All year groups
Study leave begins	U5 and U6
GCSE, A level examinations	U5, U6

#### Second half-term

13+ subject examinations	U3
Internal mocks	L6
<b>Parents' Meeting</b>	<b>L6</b>
UCAS Preparation	L6
Practice Interviews	L6
Careers Profiling	L5

Internal examinations	4 <sup>th</sup> , L5
<b>Exam results</b>	<b>4<sup>th</sup>, L6</b>
<b>Reports and exams</b>	<b>L5</b>
<b>Tutor letters</b>	<b>U5, U6</b>
Induction Day	For Sept's 4 <sup>th</sup>

## 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. 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.

Pupils should produce work which is completed to the best of their ability and handed in to deadline. If either does not occur, it is important that the work is completed satisfactorily as soon as possible to prevent the pupil from falling further behind. To this end, the pupil should be given an extended deadline up to the end of the first break the following day, but if the work is still unsatisfactory or not handed in, then the teacher should immediately place the pupil in that afternoon's 'Catch-up' session via ISAMS, including a short reason with the subject name. On submitting 'Catch-up' via ISAMS, all relevant parties including parents will automatically be informed of the details, but the teacher should also ensure that the pupil writes the work set in their planner. If a pupil repeatedly attempts to hand in unsatisfactory work or does not complete work to deadline, they should not be given an extended deadline but instead be placed immediately in the next available Academic Detention.

The above guidelines should be the default position and applied consistently and fairly, but teachers should also use professional judgement to take account of the pupil and context. On occasions, a pupil should be allowed to negotiate a bespoke extended deadline if there are clear, valid reasons; but, the pupil must actively contact the teacher before the original deadline to explain the situation.

Pupils should arrive in good time for lessons; bring relevant books, equipment and laptops; and behave appropriately to allow optimal learning. If any of these do not occur on a second occasion after an initial warning, then the pupil should be placed in an Academic Detention so that they can complete a 'reflective' essay set by the Deputy Head. If a teacher wishes to put a number of pupils in detention for the same offence, they should discuss this first with the Deputy Head.

**All pupils are required to bring a suitable 'bring your own device' to all lessons.** BYODs need to meet certain requirements as published by the IT Services Department. Detailed information can be found on the Culford Website.

Teachers will instruct classes when they wish BYODs to be used in lessons; they should be used when appropriate as an additional resource to enhance learning and teaching. BYODs should not be used to replace basic writing, numeracy and literacy skills. It is expected that pupils will still gain practice in writing notes, essays etc. on paper, as they do in examinations.

Work produced on BYODs that is assessed should be printed out and kept neatly and securely in appropriate exercise books or files. The same guideline should also be applied to other work produced on BYODs, unless the teacher specifies otherwise. However, work which is carried out and assessed via learning platforms can be left on-line where it is readily accessible.

BYODs should not replace but be used in conjunction with traditional methods of information literacy, as outlined in the School's Library Policy.

## Pupil Performance

Attainment, effort levels and exam grades linked to GCSE and A level criteria are published regularly to pupils and parents via the Pupil and Parent Portal ISAMS Package. All this information is also available to teachers via ISAMS. Predicted and target grades for every pupil in every subject are given to teachers, who are asked to note them in their mark books. This enables teachers and tutors to monitor performance in relation to ability over time.

Pupil progress is discussed within departmental meetings and a summary of these discussions collated and passed to House staff, tutors and teachers every week. After each set of assessments/exams ISAMS is used to compare assessment and exam grades to base-line predicted grades and/or the various target grades. In particular, there are separate, targeted analyses for scholars, GT, pupils with learning needs and EAL pupils. Value added is therefore monitored for every pupil in every subject through time. Lists of possible under-performers, as well as those working particularly hard, are published to teachers. These lists are discussed within departments and also during subsequent pastoral committee and tutor meetings. Tutors have one to one meetings with each tutee every week and discuss academic progress using the above information, formulating action plans when necessary, and communicating the outcomes of such meetings to parents on average every two weeks.

Possible underperformers are confirmed or not during the meetings outlined above. Professional judgement is used to make these decisions, but it is also possible to look at past performance as well as NFER aptitude test data and other data to increase the reliability of the analysis. A tutor has the overall responsibility for guiding an underperforming pupil when producing an appropriate, supportive and agreed action plan for improvement. This may well involve the pupil liaising with subject teachers. Targets are then implemented so that targets can be monitored through time. If a pupil is underperforming in several subjects, it may be appropriate to implement other strategies such as welfare plans and Satisfecit Cards.

The Deputy Head will write letters of concern for pupils who are significantly underperforming, to outline targets for future effort and attainment grades. It is the responsibility of the tutor and Housemaster/mistress to monitor and communicate to parents that pupil's progress in subsequent assessments.

### **Academic Sanctions and Support**

Academic Detentions and 'Catch-up' sessions run daily from 16.10 to 17.00 and take priority over all activities, prior commitments and early pick-ups. Parents are informed by email. A pupil should be placed in the next day's detention or 'Catch-up' slot. On occasions, a pupil can be put in a slot on the same day as long as the teacher directly informs the pupil in person and the Deputy Head's secretary. Pupils will be emailed details of the detention or 'Catch-up' and work set, but tutors should also remind pupils during tutor or registration periods.

If a pupil is struggling conceptually with academic work and a detention or 'Catch-up' is not appropriate, a teacher should advise the tutor, via the submission of a Non-Satis Form on ISAMs, that the pupil should attend one or more Academic Clinics, which are support sessions run by the Learning Development Department on Monday to Thursday. The tutor should liaise with all relevant parties and if appropriate arrange for this to happen within two days.

The Deputy Head's Detention takes place on Saturdays from 12.30 to 13.30. Pupils receive a Deputy Head's Detention to complete a reflective essay if they: miss a lesson, a supervised private study lesson or an Academic Detention or 'Catch-up' session with no valid excuse or permission beforehand; or receive three Academic Detentions or 'Catch-ups' in a term. Deputy Head's Detentions take priority over all commitments except away matches. If a pupil has an away match, they will be placed in the following slot when there is a home match. Letters are sent home to parents.

If a pupil receives four Academic Detentions or 'Catch-ups' in any one term, the Deputy Head will have a formal meeting with the pupil and their tutor and objective, measurable targets will be agreed and subsequently monitored. A letter will be sent home to parents. If this pupil receives further detentions or 'Catch-ups', then they may be seen by the Headmaster and a more serious sanction considered, e.g. Academic Suspension.

If a teacher wishes to communicate information to House staff about a pupil's academic work or behaviour which does not warrant a detention, a Non-Satis Form should be submitted via ISAMS. If a Housemaster/mistress or Head of Department wishes to monitor a pupil's progress and behaviour in lessons over time, a Satisfecit Sheet may be used.

Pastoral Detentions are given for non-academic misdemeanours, details of which are outlined elsewhere. They run daily and in parallel with Academic Detentions and the framework for submission

and monitoring is as outlined above. All detentions and 'Catch-up' sessions, communications about detentions and 'Catch-ups' and Non-Satis Forms are recorded on ISAMs under 'Pupil Profiles'.

## **Academic Rewards**

It is expected that teachers will use constructive written and verbal motivational praise so that pupils of all abilities feel that their work is valued on a regular basis. The importance of academic success is further enhanced by giving out a number of different types of rewards on public occasions, such as: weekly, half-term and end of term House Assemblies; Prefect Assemblies; Headmaster Assemblies; the annual Prize Giving Ceremony on Speech Day; subject-specific occasions such as the Creative Arts Dinner. Rewards are also highlighted regularly via the Culford Website and letters home. The following are examples of academic attainment rewards: Internal and external examination rewards; Subject-specific awards, e.g. Olympiads, EPQs, music and drama certificates; Subject prizes on Speech Day; Scholarships and exhibitions

It is important to recognize pupils who express their academic talents in other ways apart from raw attainment. To this end, teachers are expected to give diagnostic comments and where appropriate effort numbers as well as attainment grades for work, but there are also a number of more public rewards such as: Benefecits and Commendations (see below); PELTS awards for a range of independent learning skills; Independent Learning Prizes for effort and progress each term and on Speech Day; Subject ambassador and Pupil Academic Committee positions

As well as the above, teachers are expected to make diagnostic comments about a wide range of academic skills including PELTS when completing assessment cards, reports and at parents' meetings.

**Benefecits (F4-U5)** or commendations (L6 and U6) are positive rewards for academic success either in a single piece of work or in several pieces of work which are very good **relative to pupil ability**. Benefecits are given out to pupils in the Fourth Form, Lower Fifth and Upper Fifth. Commendations are given out to pupils in the Sixth Form. The value of benefecits or commendations is enhanced by the award of certificates and book tokens according to the following guidelines:

- 10 benefecits or commendations = Bronze certificate
- 20 benefecits or commendations = Silver certificate and book token
- 30 benefecits or commendations = Gold certificate and book token

Bronze certificates are presented in House Assemblies and Silver and Gold certificates in School Assemblies. The number of benefecits or commendations required for certificates is continually monitored and may be adjusted from time to time. Benefecit or commendation should be written on pupils' work and the subject teacher who should keep a detailed record of those given out in their mark books. Teachers should update ISAMS with each benefecit or commendation given out.

## **Assessment and Reporting**

### **Assessments**

Attainment grades (A\*-E or 9-1), effort numbers (1-5) or descriptors and written comments (including targets for improvement) are placed on ISAMS at regular intervals throughout the academic year. Tutors, pupils and parents then access these grades via the ISAMS Pupil and Parent Portal Package. Tutors meet their tutees to discuss assessments, compare to previous assessments and in the Fifth and Sixth forms review against negotiated target grades. Tutees, guided by their tutors, also write reflective self-assessment comments and targets on the Pupil Portal which can be reviewed by parents.

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 grades and effort numbers or 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 '4' (unsatisfactory) or below is given for effort, Heads of Department, tutors and Housemasters/mistresses 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 effort assessment

descriptors are outlined in a following section and must be followed prescriptively. For consistency the same descriptors are used for Full 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. Tutors also check and amend their tutees' assessments via ISAMS.

## **Reports**

Pupil reports, which include attainment grades, effort numbers or descriptors, examination grades as relevant and comments, are produced by teachers using the ISAMS Portal package at the following times:

Fourth: Spring L5: Summer U5: Autumn L6: Spring U6: Autumn

Reports are backed up by regular assessment grades and Parents' Meetings. Tutor letters are written for the Upper Fifth and Upper Sixth at the end of the Summer term. Each pupil report includes: subject reports with attainment grades and effort numbers; extra-curricular reports; a Tutor report; a Housemasters'/mistresses' report; when relevant, exam grades for each subject; pupil self-assessment comments.

Teachers write end of term assessments and subject/extra-curricular reports on ISAMS to a deadline. Tutors check these reports and write tutor reports on ISAMS. If a subject report needs amending, either the tutor amends it or the tutor informs the subject teacher to amend it. The teacher should confirm with the tutor that the amendment has been made on ISAMS. Tutors confirm with the school office and House staff that all reports have been checked and where necessary amended. Housemasters/mistresses then review these reports and it is their responsibility to ensure that all are error free. All reports also go through a spot-check hard-copy review, with a focus on House Reports, involving the Deputy Head and a team of proof-readers.

New members of Common Room should show their academic mentors a range of subject reports and their professional mentors a range of tutor reports to ensure that they are of suitable quality.

## **General Points**

Attainment grades or levels and effort levels or descriptors should be objective, realistic and valid. End of Term grades and effort numbers or descriptors should reflect work carried out throughout the term and must be based on a number of pieces, some assessed under test conditions. If a '4' or below is given for effort, Heads of Department, tutors and Housemasters/mistresses should have been alerted previously via the non-satis procedure or in departmental minutes. Attainment and effort descriptors must be followed prescriptively. For consistency the same descriptors are used for assessments and marking. Reports requiring correction should be amended within 24 hours; and all deadlines must be met.

## **Subject Reports**

Subject report comments should be two sentences long, formally written and specific to the pupil, providing additional information to the grades. Comments should include one positive sentence and one target sentence with at least one target for improvement.

Heads of Department should give specific guidelines as to the content of subject reports. Comments should be realistic and honest, giving a true picture of progress, but positively phrased. They must be in line with attainment grades and effort numbers or descriptors. Comments should reflect the term's work but also contain pointers for improvement. Reports must allow easy referral to previous reports.

Staff should pay particular attention to spelling, punctuation and grammar. Known names can be used but only the known names generated in ISAMS and shown at the top of the report should be used. If two teachers share a Sixth Form group both should write a report. Teachers must decide who is 'Teacher One' and who is 'Teacher Two' on ISAMS. It is strongly recommended that reports are proof read in departmental meetings.



## Tutor Reports

Tutors are responsible for ensuring that subject reports are amended and free of errors. Subject reports with basic typographical errors can be amended by the tutor on ISAMS or can be emailed to the relevant teacher. Subject reports which have inconsistencies between comments, assessment and effort levels must be corrected by the teacher concerned. The teacher should correct the report on ISAMS and confirm the amendment. Tutors may seek advice from mentors, Heads of Department or the Deputy Head about errors or if the report seems unacceptable in some way. The word limit is 200 words and paragraphs should be used. If the word limit is exceeded the report must be rephrased to fit.

## Housemasters'/mistresses' Reports

Two summary sentences should be written and it is the Housemasters'/mistresses' responsibility to ensure all reports are free from errors before being published to parents and pupils on-line. The word limit is 200 words and paragraphs should be used. If the word limit is exceeded the report must be rephrased to fit.

## Assessment Criteria and Grades

Assessment criteria and descriptors must be followed prescriptively. Attainment grades must be objective and valid. This is extremely important: pupils need to know exactly where they stand, parents will access this information, and assessments are compared to base-line test data and target grades.

Attainment grades or levels should reflect broad expectations in terms of GCSE and A level, at the time they are given, based on the type of work covered, or an equivalent for non-examined subjects being taken. Each year group, including the Fourth Form, should have a spread, but attainment grades or levels should be capped re ability sets, foundation and higher levels. There should be no level 9s in the Fourth Form and only in very secure circumstances in the Lower Fifth.

Attainment numbers instead of grades are now given to the Fourth and Fifth Forms:

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

Annotations in the table:

- Between 5 and 6: GOOD PASS (DfE)  
5 and above = top of C and above
- Between 4 and 5: AWARDING  
4 and above = bottom of C and above

The Sixth Form receive attainment grades as follows:

Grade	Level
A*	Very high
A	High
B	Good
C	Pass
D	Below pass
E	Well below pass

Effort levels for all year groups are as follows:

<b>Effort</b>	<b>Level</b>
1	Excellent
2	Good
3	Satisfactory
4	Unsatisfactory
5	Most unsatisfactory

## **Effort Descriptions**

**Excellent (1) All work, Preps and test performances completed to the best of ability.** Deadlines always met, books/files always neat, complete and highly organised. Excellent focus and highly productive participation, often beyond the specification, in all learning activities. Excellent in all PELTS areas. Correct equipment and on time for all lessons.

**Good (2) Most work, Preps and test performances completed to a high standard ability level; none below a satisfactory level.** Deadlines always met, books/files always neat, complete and well organised. Very focused and productive participation in all learning activities. Good in virtually all PELTS areas. Correct equipment and on time for all lessons.

**Satisfactory (3) Work, Preps and test performances completed to a satisfactory standard for ability level.** Deadlines virtually always met, books/files always neat, complete and adequately organised. Focused and productive participation in all learning activities. Satisfactory in virtually all PELTS areas. Correct equipment and on time for all lessons.

**Unsatisfactory (4) Cause for concern: Work, Preps and test performances sometimes not appropriate for ability level.** Deadlines sometimes missed, books/files sometimes untidy, incomplete or disorganised. Lack of focus or passive participation in some learning activities. Some PELTS areas need improving. Incorrect equipment or late for some lessons.

**Most Unsatisfactory (5) Unacceptable: Work, Preps and test performances often below ability level.** Deadlines often missed books/files often untidy, incomplete and disorganised. Lack of focus or passive participation in many learning activities. Most PELTS areas unacceptable. Incorrect equipment or late for many lessons.

## **Marking Policy**

The following framework provides consistency, but is flexible enough to allow a degree of individuality, so that every subject can develop bespoke, subject-specific marking policies.

### **Purpose of Marking**

Marking is a response to pupils' work and is more than correcting mistakes, or giving a mark, grade or level. It should:

- Enable pupils to evaluate their own work and identify ways to improve (formative)
- Provide an indication of pupils' achievements and progress at a certain stage (summative)
- Identify pupil strengths and weaknesses to inform planning and adjust teaching strategies
- Inform others, particularly colleagues and parents, as to what a pupil can achieve

### **Method and Recording of Marking**

Pupil work should be marked by the teacher on average at least once every two weeks. Every other week, pupil work can be assessed by other methods, e.g. on-line, self or peer marking. However, teachers should have a weekly record of assessment for every class for tracking purposes.

Teacher marking every two weeks should include diagnostic, written feedback and the work set, which includes half-term tests, exams and mocks, should allow for GCSE or A level differentiation. This feedback can be written by the pupils in conjunction with the teacher, and should be encouraging with clear targets for improvement. Work should be marked promptly and returned at the earliest

available opportunity. GCSE work should be handed back in the next lesson or in a few days. Sixth Form work should be handed back within a week.

The requirement of marks, percentages, grades or levels is subject-dependent and not a necessity, in line with our growth mind-set ethos, but grades or levels must be used for major half-term tests, exams and mocks. There should also be some use of grades or levels within each half term assessment cycle, so that pupils clearly understand the reasons behind their assessment and report grades, except for the Fourth Form and Lower Sixth during the first half of the autumn term, as they begin their courses.

When appropriate, effort levels or descriptors should be used, and benefecits and commendations should be given out and recorded by the teacher on iSAMS. Grades or attainment levels, and effort levels or descriptors, should relate to the School grading system for assessments.

Teachers are encouraged to make use of technology, e.g. Google Classroom, subject-specific learning platforms, such as Kerboodle and speech to text technology. Therefore exercise books (as well as files) should not be seen as complete records of learning or assessed work, instead as on-going workbooks. However, pupils should be set an appropriate amount of written work, as this is the form of summative assessment for all subjects.

Teachers should be encouraged to assess a wide variety of learning activities, e.g. flipped learning, practical work, presentations, discussions, debates. Therefore assessment does not always have to include Prep, although Prep should always be checked to make sure that it has been done. From after the autumn half term, pupils should be regularly assessed under test conditions or from memory at least once every half term.

Work that is sub-standard in relation to a pupil's ability should be returned and re-marked; and when work is not handed in to deadline, our catch-up and detention policy should be consistently followed. All feedback, including missing or late work, returned work, catch-ups, detentions, rewards etc., should be recorded meticulously.

### **Marking during coursework or Controlled Assessment (CA) periods**

In terms of on-going coursework or CA, where detailed written feedback is limited because of exam board regulations, teachers should still give out and record some form of assessment every week. Assessment can be carried out whilst supervising, supporting and assessing pupils' guided independent work in class.

### **Learning and Marking Reviews**

Departments regularly monitor exercise books, files and on-line work to review organisation, progress, attainment, assessment and other components of learning and teaching. HoDs then provide the Deputy Head with termly on-line feedback. Learning and marking reviews specific to teachers also occur regularly as part of the HoD department review every year, again with feedback to the Deputy Head. The Deputy Head reviews learning and marking across all subjects and year groups every term, and also meets with pupils every two weeks to review and also discuss academic work.

### **Plagiarism**

Plagiarism is using the work of others without acknowledgement. It includes copying, paraphrasing, and presenting other people's ideas or theories as one's own. Plagiarism may be deliberate or inadvertent. Sanctions must be applied consistently and rigorously. Pupils should be made aware of these sanctions.

Departments should examine Schemes of Work to identify suitable topic areas for independent learning and develop units of work. Pupils should undertake independent research and learning tasks where appropriate in all subjects using a wide range of resources including print and electronic sources. They should make notes as bullet points or concept diagrams to avoid overuse of 'cut and paste'. Notes should be treated as part of the finished work. Pupils must acknowledge the sources from which they have retrieved information by appropriate referencing. Marks should be awarded for an effective search strategy, using a range of appropriate resources, referencing and citation (bibliography) and effective use of the information. No marks should be given for pages printed off websites, cut and paste, or unacknowledged illustrations.

Work that is plagiarised or contains plagiarised material should be awarded zero marks. For a second offence a letter will be sent home to parents by the Head of Department. Where coursework is involved the matter should be dealt with by the Deputy Head.

## **Prep Policy**

Prep should be set in accordance with the Prep time-tables published every September by the Deputy Head. The teacher should ensure that all Preps, including coursework or project work, are written in pupils' planners for every relevant day with a deadline date. There should be at least one written Prep in any two consecutive Preps, although during project or coursework this may not always be feasible. Work should be well-defined, demanding, differentiated and achievable by all abilities. Teachers should ensure that pupils are always aware of its relevance and purpose. Prep should rarely be just the continuation or completion of class work. When giving ICT, research or practical Preps, teachers must ensure beforehand that all pupils have access to relevant resources and facilities. Where possible, large pieces of work, such as coursework or research projects, should be broken up into smaller pieces with regular feedback. Learning Preps must be preceded by relevant study skills training particularly in the lower years. All learning Preps should be assessed or tested. Reading Preps should include some form of measurable feedback, for example a test, taking notes, or a concept map.

Preps are regularly audited and logged in Houses so that their frequency and quality can be monitored. Preps should be set from the first day of lessons until the penultimate day of term. Pupils should be given revision Preps, logged in their planners, one week, and no more, before examinations. Preps should be set again as soon as pupils return to class. During School events, such as a School play, Prep should be set as normal but teachers should be more lenient with respect to deadlines.

A pupil must catch up and complete Prep and class work if they have been absent from a lesson. Teachers should be more lenient if the pupil has been absent for a prolonged amount of time. Pupils should be asked to redo work if: presentation is poor; the standard is below their ability; it is unfinished. Returned work should be noted in mark books, checked and marked. Sanctions are outlined in the relevant policy.

### **Length of Prep**

Fourth Form: 20 minutes per subject per night until Autumn half-term; 30 minutes thereafter  
Fifth Form: 30 minutes per subject per night  
Lower Sixth: 6-7 hours per subject per week  
Upper Sixth: 6-7 hours per subject per week

Where teachers share a set, they must liaise to ensure that the correct amount of Prep is set.

Day pupils' Prep should normally be done at home, but it is sensible that any free time during the school day should be used for this purpose. Prep times for Boarders are dealt with by individual Housemasters/mistresses.

### **Private Study**

For the Upper Sixth private study takes place in House or the Library or departmental libraries with the prior express permission of the Head of Department. The Lower Sixth study in the Library or departmental libraries. For some pupils, including those in the Sixth Form, the Deputy Head arranges supervised private study, which takes place in the Library. Lists of pupils taking supervised private study are updated by the timetabler. Pupils in the Sixth Form with private study during period six may take an early lunch at 12.30.

Pupils are responsible for signing a registration sheet when attending supervised private study in the library. If they fail to sign in they are deemed not to have been there. Absences are reported on a daily basis to tutors via Reception. It is the tutor's responsibility to follow up and deal with any absences. Absences should be treated in the same way as for any other lesson and pupils should expect to be placed in Academic or School Detention.

## Spelling Policy

Culford School aims to produce literate, numerate, accomplished and well-rounded young people. Spelling is often seen as a benchmark of basic literacy and one indicator of educational success. Correct spelling is seen by many as an indication of high standards in a school. Research has shown that where spelling is taught systematically rather than acquired incidentally, it improves. If we are to improve the quality of written work across the curriculum, following this school policy is essential so that there is a rational, consistent and practical approach which supports all pupils in all curriculum areas. Improving spelling is not the sole responsibility of the English department; it is a shared responsibility.

Common Room should have high expectations because what we accept becomes acceptable. Pupils and Common Room should always write legibly. When pupils do any written task they should be told that spelling matters, even when it is not part of the assessment in that subject, and that they are responsible for their own spelling. When marking spelling, teachers should write in the correct spelling or indicate that the pupil must write in the correct spelling. It is only by seeing the shape of the whole word that it becomes fixed in the visual and kinaesthetic memory.

Pupils should be encouraged to compile a personal subject-specific spelling list of the key high frequency words that they have difficulty spelling correctly. They should refer to this regularly and the expectation should be that they spell these words correctly. Subject-specific word lists can be issued for each topic. Lengthy glossaries are not as helpful as short, topic related words issued at the time the topic is being taught. These can be displayed in an enlarged format on the classroom wall so that pupils can refer to them as a quick and easy reference point, or a bookmark version can be produced for their files or exercise books for easy retrieval. These lists should ideally be in alphabetical order with the first letter highlighted. Colour can also be used to advantage here. When key words have been given, misspelling is unacceptable and should be corrected by the pupil.

Pupils should not be asked to write out spelling corrections more than once. This could be seen as a punishment and will encourage pupils to choose a 'safe' vocabulary.

Proof-reading is an essential skill and all pupils should be encouraged to proof read their own writing. Research has shown that pupils can self-correct up to 60% of their own errors if given the opportunity. This is particularly useful in the humanities where essay writing is involved. Pupils should be given the opportunity to practise in a lesson to demonstrate its usefulness. Teachers should encourage use of analogy: "if you can spell 'could' you can spell 'would' and 'should'". Pupils should be expected to copy words correctly unless they have a Specific Learning Difficulty.

Pupils with a Specific Learning Difficulty may find it very difficult indeed to achieve automaticity in spelling accuracy. They should be encouraged to use a laptop/word processor whenever possible. Their spelling should be marked for content and marked sympathetically for spelling. Unless they are dyspraxic there is no reason why their work should not be well presented. Common Room should have high but realistic expectations when it comes to these pupils

### Marking Spelling

Teachers should be selective and choose to focus on three/four high frequency errors or subject specific words. In marking errors teachers should:

- Write SP ringed in the margin and underline the word
- Write in the correct spelling or indicate that the pupil must write in the correct spelling

If a pupil is expected to write in the correct spelling the word must be checked later and ticked.

If a pupil asks you how to spell a word, ask them: "How do you think you spell it?"

Pupils with particular difficulties may find the above demoralising; in these cases teachers should be very selective about the mistakes being corrected

It is recommended that subject specific word lists are issued for each topic. It is not expected that teachers of languages write out every word which is not spelt correctly

Departments must adhere to the above key points. Any subject specific minor differences must be outlined in detail within departmental handbooks. A copy of the School Spelling Policy should be in departmental hand-books. Heads of Department are responsible for ensuring that the marking of spelling is: carried out in accordance with the School policy; consistent within their departments; reviewed regularly by auditing pupil work within departmental meetings.

## **Value Added Policy**

MidYIS, YELLIS and CAT questionnaires are taken by the Fourth Form, Lower Fifth and Lower Sixth respectively every year in September. Predicted grades for each pupil in every subject are then passed on to teachers, tutors and Housemasters/mistresses. Predicted grades and verbal/non-verbal scores are downloaded on to the ISAMS database and can also be found in the 'Academic for Staff' folder on the Intranet. Pupil profiles are analysed to highlight the gifted and talented, and pupils with possible learning difficulties. Cohorts are analysed to reveal trends over time in year group academic ability.

After the CAT questionnaire in September, normally in the latter half of the Autumn term, every pupil in the Lower Sixth has a one-to-one meeting with each subject teacher to negotiate a subject specific target grade. These target grades are negotiated with respect to predicted grades based the CAT test, work to date, teacher professional judgement and pupil input. Negotiated target grades are entered on ISAMS and appear on pupil and parent ISAMS portals so that they can be compared to grades achieved. Target grades are reviewed and updated periodically throughout the Sixth Form, again via one-to-one interviews.

A similar framework operates for the Fifth Forms, except that pupils meet and negotiate target grades with their tutors. Pupils then monitor assessment grades against target grades throughout their time in the Fifth Form. All staff have access to the ISAMS Tracking Module where each pupil's assessment and exam grades are compared via a traffic light framework to predicted grades. Underperformance is highlighted and if in line with professional judgement, pupils are supported via the production of monitored action plans for improvement.

## **Departmental Policies**

Departments must adhere to the School Marking Policy, but it is expected that each department will have their own bespoke, subject-specific marking policy within these guidelines. Heads of Department are responsible for ensuring that the School marking policy and their subject-specific policy is followed by all members of their department.

## **Departmental Audits**

Departments set realistic but stretching audit target grades for every pupil in the Upper Fifth and Upper Sixth every year with respect to external exam results at GCSE and A level. Departmental targets and whole school targets are then assimilated using this data. Target grades are based on MidYIS, YELLIS and CAT grades, but also professional judgement and work to date. During annual departmental audits with the Deputy Head, which are carried out either by report or by report and a follow-up meeting, external exam results are compared to these targets at whole department and also pupil level. The CEM Centre at Durham University publishes detailed value added analyses of all external GCSE exam results. These analyses as scatter graphs and three year rolling residuals are discussed in detail during departmental audits at both department and also individual pupil level. Historical analyses showing value added for the previous five or six years are also reviewed.

It is worth noting that although using MidYIS, YELLIS and CAT value added frameworks as a starting point for analysing performance is of benefit, the data and graphs can be misleading for a number of well documented reasons; therefore, because predicted grades can be unreliable, it is imperative to analyse the results and value added of each individual pupil in the context of their own specific academic and pastoral profiles to get a valid picture of whether or not pupils have fulfilled their potential.

## **Checking Planners**

Tutors should check and sign pupil planners every week and ensure that they are used properly. House staff audit planners every half term.

## **Holiday Work**

Fourth Form: no work to be set during any holiday. Lower Fifth to Sixth Form: when appropriate, work should be set in preparation for exams or coursework

## **Outdoor Classes**

All teachers should use the appointed classrooms for timetabled lessons. Only essential practical classes, perhaps for Biology or Art, may take place outdoors.

## **Films and Television Programmes**

Common Room may, at their discretion, show an 18 programme to people between the ages of 15 and 18 and a 15 film to those over the age of 13. If they wish to show an 18 programme to those under 15, they must seek permission. If a pupil wishes to see their own film, they must seek permission from their Housemaster/mistress 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

## **Parents' Meetings**

Two or three 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 and they take place on Friday evenings. Attendance for teachers is obligatory unless they do not teach the year group. Tutors must always attend the meeting where their pupils are concerned. Meetings are organised by the Deputy Head. Teachers wishing to contact parents at times other than the official meetings should in every case consult with the pupil's Housemaster/mistress who will normally make the contact.

All members of Common Room should wear a suit or equivalent. Name badges should be worn and can be obtained from Reception. Interviews should be kept to a sensible time limit. Five minutes should be about the maximum, particularly if there is a queue of parents waiting. Colleagues should be firm about this, inviting parents to make an appointment for a later date if they need longer. Colleagues may find it useful to stand up or close their mark book to end an interview.

Comments must be frank and honest, but should avoid being blunt. The tone should avoid over-personalisation; it is a professional discussion of performance and attitude, not about character. Comments should also be in line with the most recent report on that pupil, and with any reporting chits written on them. For example, unexplained absences from lessons should already have been reported to the pupil's Housemaster/mistress and tutor.

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

- ability in relation to rest of the year; quality of work in preps, tests, and any exams
- quality of presentation of work; punctuality for lessons and of work; participation in lessons
- identification of particular strengths
- identification of particular areas which need attention, and advice on how to address them
- effort as well as achievement, especially if performance is weak
- projections of future exam performance if present standards are sustained
- discussion of GCSE/A level/university potential, where appropriate

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

## **Text Books**

During the summer term, pupils are given 'book return sheets' to be signed by Heads of Departments when they return their text books. Pupils should keep these sheets in case they are needed at a later date. The Upper Fifth and Upper Sixth, and any pupil leaving Culford is expected to hand in all their text books, preferably as each subject examination is finished. Other year groups are 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 and tutors are also informed via email 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 for. 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.

### **Audio-Visual Equipment**

A member of the common room who wishes to book the portable projector, screen or laptop, can submit a request via email to ICT Support. They will co-ordinate these requests and will confirm availability by return email within 24 hours. You can also have help if you have any problems setting the equipment up as long as you give plenty of warning. Once you have finished with the laptop and projector, they should be returned to IT Services. When booking a room for a meeting or presentation, the equipment requirements can be added at the same time.

### **Library**

The Senior School Library is open throughout the school day from 08:30-21.00 Monday to Thursday, 08.30-17.00 on Friday and 08:30-12:15 on Saturdays. Evening opening is for Sixth Form boarders' Prep.

The Library seats up to 44 at tables on the mezzanine (Sixth Form only) and up to 40 at tables downstairs. In addition there is a large amount of soft seating, and the Lecture Theatre rooms are often available for collaborative study and silent study. The Lecture Theatre may be booked for seminars, lectures or meetings; the full room seats up to 80 or may be subdivided. Please contact the Librarian to book or email [librarybookings@culford.co.uk](mailto:librarybookings@culford.co.uk).

A library induction programme is available to all members of Common Room on the Library page on Moodle and Google Classroom, and staff are encouraged to familiarise themselves with the Library's print and electronic resources for their subject area. There are no formal limits set on Common Room borrowing, but all books or DVDs should be returned as soon as finished. Staff and pupils are emailed a few days before books or DVD's are due to be returned.

The Library offers a comprehensive range of print, electronic and audio-visual resources as well as fiction for all age groups and ability levels, including the Sixth Form and Common Room. The Library has a staff CPD section available for all staff to borrow, which is also periodically displayed in the Senior Common Room. Details of these can be found on the online library catalogue which can be found at [www.accessitlibraries.net/clf01](http://www.accessitlibraries.net/clf01). There are subject specific resources lists to extend pupils' reading and learning. The library staff can offer: help in identifying and locating suitable print and online resources to support the curriculum; classroom based research planning lessons; class research sessions for pupils to use a full range of resources, including print; help for individual pupil's information needs. They also organise book talks and author visits to promote reading for pleasure, provide alerts to items of interest in newspapers and magazines on request; and will add recommended websites and e-files to the on-line library catalogue.

Departments are encouraged to 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. The Librarian can assist in developing and implementing units of work for independent research and learning, team teaching research sessions, researching available resources and providing support for pupils. Departments are also encouraged to request stock for the Library to support their subject areas.

### **Bringing Classes to the Library**

The Library should be booked in advance by email or telephone giving the following information: date and time of visit; year group and set; topic for research; any particular resources needed. The Librarian will provide suitable resources and advice. Library research should be preceded by a research planning lesson. Total silence in the Library is not expected but pupils should behave in an



appropriate manner, remembering that others may be using the library for quiet study. Before leaving, pupils should replace chairs and tidy up. Books not being borrowed should be left neatly on the tables or put on the returns trolley.

Pupils coming to the Library from class individually or in small groups should report to the Librarian and explain what they have come for, in order to be helped to find the information they need. Pupils will be sent back to the classroom if the Library is full or they behave inappropriately.

### **Information Literacy**

Information Literacy is defined as 'Knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.' It is important in promoting independent learning and critical and analytical thinking skills, preparing pupils for higher education and avoiding plagiarism. Pupils are introduced to this through Learning to Learn lessons in Lower Fifth but it is essential that this is consolidated in subject lessons. Good information literacy skills, well designed assignments and promoting awareness of the issue among pupils will go a long way to reduce inadvertent plagiarism.

## **Pupils with Specific Educational Needs**

### **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 RM Staff/Academic for staff/INSET/EAL. Information can also be accessed from the intranet home page under pupil information.

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 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 their EAL lessons when curriculum support is scheduled. Teachers of all subjects are encouraged to discuss individual pupils with the EAL teachers.

The academic performance of international pupils is tracked each half term once the Midyis/Yellis/Alis data are available. The information on pupils who are underperforming is circulated to all 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 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. Learning new vocabulary should be part of international pupils' Prep. This is particularly important in vocabulary heavy subjects. If testing new vocabulary does not fit into curriculum lessons, the EAL department will run testing.

### **Special Educational Needs**

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

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

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

age. Special educational provision means educational provision, which is additional to or otherwise different from the provision made generally for children of the same age.

This policy sets out to: Make teachers and parents aware of the nature of SpLD; Outline the procedures for identifying, assessing and providing for pupils with SpLD; Ensure that no child is discriminated against on the basis of his/her learning difficulty; Ensure teachers recognise their roles and responsibilities regarding the education of pupils with SpLD and the importance of maintaining high expectations for all children; Highlight the need to differentiate teaching and learning opportunities so that those with SpLD can fulfil their potential and develop as individuals in a mainstream setting.

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

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

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

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

### **Curriculum Provision**

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

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

### **School Action**

Pupils at this stage are demonstrating a lack of progress even after intervention by the class or subject teacher. Their Academic/Pastoral Action Plan has not brought the expected results. They are then referred to the Learning Development Department and a Record of Concern is opened. Pupils at this stage: do not have SEN as defined by law; may appear on the Learning Development Register temporarily; have an Information Sheet drawn up in conjunction with the Learning Development team; must have their needs carefully monitored by the subject teacher. Pupils at this stage should have their needs met through differentiation in the classroom, and by teachers adopting the strategies suggested on the pupils' individual Information Sheets.

### **School Action Plus**

Pupils at this Stage have failed to make satisfactory progress at School Action Stage and need additional specialist support. There is a charge for this service. Pupils at this stage have Learning Development provision which is additional to or different from that offered to their peers; may have had their SpLD identified by an Educational Psychologist or by the Learning Development team; have

an Information Sheet; must have their needs carefully monitored by the subject teacher and tutor; will need differentiated class work.

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

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

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

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

### **Learning Development Lessons**

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

### **Parent Partnership**

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

### **Scholars**

Scholars are chosen at various levels throughout the school as a result of competitive examinations. This process is overseen by the Deputy Head. There are Academic, Art, Music, DT, Drama and Sports scholars. Apart from Sports scholars, all scholars are expected to attend the Scholars Programme which provides a range of specialist academic seminars designed to build up a portfolio of extra-curricular experiences. Academic scholars are also expected to attend Oxbridge-style tutorials run by academic mentors and take part in regular reading and feedback sessions, and also debates and general knowledge quizzes. Scholars are formally recognised for their achievement by being awarded a Scholars' tie by the Deputy Head or Headmaster. In addition, non-scholars recognised as highly intelligent and Oxbridge potential are highlighted in the L5, U5 and L6 and invited to join the full Scholars Programme.

## Daily Routines and Structures

### Induction

Induction sessions are organised for new pupils prior to their first term. New Fourth Form 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 House and have a session with the Headmaster and the Deputy Head. There is also a programme of activities and some taster lessons. At this stage each pupil is allocated a buddy amongst the pupil body in their own House. New Lower Sixth pupils also have an induction session in the summer term when they can begin to get to grips with subjects they have chosen for AS level as well as become acquainted with their House. They too are allocated a buddy from their House. The rest of the induction for pupils is carried out in House by the Housemaster/mistresses and the tutor.

### Assemblies and Collective Worship

Each term begins and ends with a Headmaster's Assembly except the summer term which ends with House assemblies.

Each Wednesday there is a whole school act of Collective Worship. The chaplain and other members of the Common Room lead these with the help of prefects. Services run from 08.50 to 09.20. Very regularly, the Headmaster speaks to the school before the start of Collective Worship. Colleagues wishing to make any announcements should inform the Headmaster in advance. Pupils wishing to make announcements should see the Head Boy or Girl in advance. Attendance for staff and pupils is compulsory at all acts of Collective Worship. Tutors sit with their tutees and check on any absences, acting on them as necessary. Sometimes, year group assemblies may be called at these times.

Every other Sunday there is a service in St Mary's Church. It is a requirement for boarders who are present on a Sunday to attend the service. Excursions and trips must be arranged to return in time for the evening service unless this has been agreed before the calendar is published. 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		Saturday
08.30	Tutors	Tutors	Tutors	Tutors	08.30	Tutors	08.45	Houses
08.45	Period 1	Period 1	Act of Worship	Period 1	08.45	Period 1	08.50	Period 1
09.25	Period 2	Period 2	Period 2	Period 2	09.25	Period 2	09.25	Period 2
10.05	Period 3	Period 3	Period 3	Period 3	10.05	Period 3	10.00	Period 3
10.45	Break	Break	Break	Break	10.45	Break	10.35	Break
11.10	Period 4	Period 4	Period 4	Period 4	11.10	Period 4	10.55	Period 4
11.50	Period 5	Period 5	Period 5	Period 5	11.50	Period 5	11.30	Period 5
12.30	Period 6	Period 6	Period 6	Period 6	12.30	Period 6	12.05	Lunch
13.10	Lunch	Lunch	Lunch	Lunch	13.10	Lunch		
14.00	Tutorials	Tutorials	Tutorials	Tutorials	14.00	Tutorials		
14.10	Period 7	Period 7	Period 6	Period 7	14.10	Period 7		
14.50	Period 8	Period 8	Period 7	Period 8	14.50	Period 8		
15.30	Tea	Tea	Tea	Tea	15.30	Houses / Tea		
15.50	Activities	Activities	Activities	Activities	15.55	Houses / Tea		
					16.15	Activities		
17.30	Buses	Buses	Buses	Buses	17.30	Buses		

Saturday sees five 35 minute periods before sports fixtures.

<b>Priorities</b>	<b>Afternoon First Priority</b>	<b>Afternoon Second Priority</b>
Monday	Senior Sport	Music, Drama
Tuesday	CCF, DoE	Art, DT
Wednesday	Music, Drama	Art, DT
Thursday	Junior Sport	Music, Drama
Friday	Scholars	
Saturday	Competitive Sports Fixtures	

Clashes must be resolved through the Assistant Head Pastoral who oversees activities. Summer term priorities are slightly different to the above due to external examinations and study leave.

## Registration

Registration takes place for all pupils at 08:30 and 14.10 each day, Monday to Friday inclusive and at 08:45 on Saturday. It is the responsibility of the Tutor to register his/her tutees at 08:30 and only in exceptional circumstances should anyone other than the Tutor register them. When there is no assembly, a tutor group should remain with their tutor for a 10-15 minute tutorial period. The Tutor will use this time to deal with tutorial academic, disciplinary or pastoral matters. Registration is not just a simple formality of ticking off names in the register but is an important point of communication.

Afternoon registration at 14:10 is carried out by subject teachers at the beginning of period seven. Pupils having Private Study during period seven must register in the Library with the Librarian. Pupils having a Games period during period seven must go to the Sport's Centre Reception from 14:00 and be registered by the Receptionist together with a designated sports' teacher overseeing that period, before going to the games.

Staff responsible for registration must register on the ISAMS system, marking the status of all pupils using the correct codes as indicated. Registers must be completed by 09.15 at the latest in the morning and usually by 14.30 in the afternoon. Pupils who are late to their tutor period or period seven 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. Tutors need to monitor lateness and take action if it persists.

## Activities

Activities fall into the categories of Team Sport, Performing Arts, Service and Recreation, Curriculum and Physical Recreation. The whole programme, including staffing and budget, is co-ordinated by the Assistant Head Pastoral. All members of Common Room are expected to offer two activity evenings per week to the programme. In addition, they contribute one full day per term to the weekend programme. All contributions must be agreed by the Assistant Head.

Fourth Form and Lower Fifth pupils are expected to attend an activity each afternoon. In the Upper Fifth they may use one evening for private study and the Sixth Form two afternoons are required. The service afternoon which includes C.C.F, Duke of Edinburgh, and Pathfinders is a compulsory requirement in the Fourth Form.

Teachers are expected to report absentees from all activities direct to individual tutors and the Assistant Head Pastoral. Absences are treated in the same way as from any other lesson and pupils should expect to be placed in School Detention.

Both day and boarding pupils are encouraged to attend weekend activities. Details are advertised in Houses.

## Combined Cadet Force

Officer Commanding: Capt. Sarah Schofield. CCF is an option open to all members of the Senior School as part of the Service programme. The aim of the CCF is to promote teamwork, leadership, service to others and an understanding of the role of the Armed Forces. These aims are achieved through a variety of activities including military training such as drill, shooting, skill at arms, first aid,

field craft and navigation; as well as adventure training such as rock climbing, kayaking and sailing. As cadets progress they may become Non-Commissioned Officers and help lead and instruct other cadets. There is an annual inspection and dinner as a celebration of the achievements of the cadets and NCOs and a thank you to all the members of the Armed Forces who assist us.

The CCF parades every Tuesday. There are field weekends, an adventure training weekend, flying afternoons (RAF section), shooting and military skills competitions and visits to various military bases. We finish the year with a CCF Central Summer Camp (ARMY and RAF) and a RAF Camp, both camps last one week. In addition members of the CCF can attend various courses run by the Armed Forces ranging from gliding to leadership courses.

### **Community Service**

As part of the Community Service programme, pupils in the Lower Fifth and above can sign up for weekly visits to one of the local old people's homes with which the School has connections. The pupils, accompanied by a member of the Common Room, are then taken by minibus to the home where they can interact with the residents. Our visits are often the highlight of the week for all concerned and pupils are encouraged both to converse, but occasionally also to entertain the residents with music, games or anything else which might interest them. A sensitive and committed approach is required by anyone thinking about this activity and it is important to be able to commit for at least a term. Pupils often use the experience acquired through their visits to fulfil the service skill of their Duke of Edinburgh award. In addition to these visits, a group of pupils support local charity shops within Bury St Edmunds in all areas of their work.

In the Fourth Form, pupils are expected to take part in either CCF or Pathfinders. This includes climbing, 'Heart Start', Life Saving, Community service, Camp craft and Fair trade. It provides an ideal preparation for the Duke of Edinburgh scheme, CCF and other service options within the School.

### **Duke of Edinburgh's Award Scheme**

The Duke of Edinburgh's Award Scheme aims to promote teamwork, leadership, service and a variety of interests in young people between the ages of 14 and 25. The scheme is coordinated under the overall supervision of Mr Doug Edwards and Mr Ian Roach.

Pupils may join the Scheme in the Lower Fifth and should aim to complete their Bronze Award in that academic year. In the Upper Fifth they aim to complete the Silver Award leaving their Lower Sixth year to undertake Gold. Each level of the Award includes four elements: Service, Skill, Physical Recreation and an Expedition. Gold Level also includes a residential course. Participants generally fulfil their Service requirement on Tuesday afternoons as part of the school's service programme. The Skill and Physical Recreation sections can often be completed as part of the school's extra-curricular activities programme. Expedition training and planning takes place on a Wednesday afternoon. In addition, pupils are able to undertake Gold Direct Entry in the Lower Sixth if they have not completed Bronze and Silver. Gold Direct Entry requires 18 months rather than 12 months for some of the elements and must therefore be started in the Lower Sixth.

### **Lost Property**

Items of clothing left in the Sports Hall or other changing rooms will, from time to time, be transferred to the Tuckshop. More valuable items should always be handed into the Tuckshop by teachers as soon as found. Items will be logged in a book and will have to be signed for when collected. Named items will, as far as possible, be distributed to Houses. Pupils who have lost items should go to the Tuckshop. From time to time unclaimed items will be offered for sale, with proceeds going to the School's charity for the term.

### **Pupil-Run Events and Clubs**

Pupils should be encouraged to run events and clubs, but at least one member of the Common Room must oversee any such activity. Permission should be sought from the Assistant Head (Pastoral) or the Head of Sixth Form. The teacher in charge must ensure adequate supervision from colleagues. The rules regarding alcohol must be observed at any event.



## **Sixth Form Centre**

The Sixth Form Centre contains a Paddy & Scott's café. It is open for exclusive access to the whole Sixth Form for lunch between 12.30 and 14.00 Monday to Friday, as well as during first break from 10.45 until 11.10. The Upper Sixth also have access to the café for private study during the day from 11.10. Before 12.00 and after 15.00, the café is open to parents and Culford ST&C members. Culford Sixth Formers may also use the café after school alongside these other groups.

## **School Council**

The School Council consists of representatives from each House and year and is chaired by the Head Boy and Girl. The Common Room representative is the Assistant Head Pastoral. The council meets twice a term and 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.

Each House Council consists of representatives from each tutor group and is chaired by the Head of House. The House Council meets twice a term and the Head of House takes recommendations from it to the House Prefects and the Housemaster to discuss in a Prefects meeting. 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.

## **Prefects**

Prefects are appointed by the Headmaster after full consultation. Their position is a privilege and they need to be role models. House Prefects are appointed by Housemasters/mistresses, but their responsibilities are entirely confined to their own House.

## **Visibility and Approachability**

Prefects have a blue tweed blazer which marks them out from the rest of the School. A high standard of dress from all Prefects is required; they act as role models for the community. They should seek to show politeness and courtesy. They should act as a filter between the Common Room and the pupil body, and, as such, be easily approachable. They should challenge those who are inappropriately dressed, or who behave inappropriately. They need a high profile and the support of all the Common Room. Prefects will frequently be on duty at lunchtime, for Sunday services and at other School functions. The Common Room should encourage the Prefects to feel that they are doing a worthwhile and valued job.

## **Sanctions and Praise**

Prefects must apply sanctions equally, giving a sense of fairness. Use of judgement and respect for the individual is important. They can issue a Non-Satis, copied to tutors and the Housemaster/Housemistress for information. In the same way, they should make use of positive encouragement for good behaviour. The formal use of an email to tutors and Housemaster/mistress can help, but all encouragement of any example of positive behaviour is beneficial.

## **The Appointment Process**

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 consists of an application form, letter and interview with Housemaster/mistress and current School Prefects. In addition votes are collected from three electoral bodies: the year group from whom the Prefects will be drawn; the current Prefects in the year above; members of Common Room. The votes serve as information only. The selection committee is chaired by the Head of Sixth Form and comprises of Housemasters/mistresses, the Deputy Head, Assistant Head Pastoral, Head of Sixth Form and Headmaster.

The year group from whom the Prefects are to be appointed and the existing Prefects make their views known by giving one vote to each of 10 names from the complete year group list. These votes carry equal weight. They can identify fewer than 10 but no more than 10 names. Each pupil may cast only one vote for any name on his/her list. Members of the Common Room vote in a similar manner. No results are published and voting is by secret ballot.

The total number of votes for each person in the whole year group is counted by the Head of Sixth Form who presents to the selection committee the votes cast for each name in the whole year group by: year group; Prefects; Common Room. The selection body discusses the data presented and selects the final list for appointment. In all cases the final decision lies with the Headmaster since Prefects are his appointments.

### **Prefects' Code of conduct**

The school prefects have devised for themselves the following code of conduct:

- Be approachable role models for the rest of the school
- Encourage greater integration between year groups, e.g. through activities
- Make time for the concerns and problems of individual pupils and personal relationships in order not to be too distant from the school
- Effectively liaise with staff in order to succeed in leadership areas
- Act with assertiveness and confidence in all roles as a Prefect
- Don't be afraid to ask for help if out of your depth
- Work together effectively as a team, supporting each other in our roles.
- Consult and include all members of the prefect team in decision making processes
- Ensure that tasks and the work load are evenly distributed among the prefect team
- Remember that being a prefect is a responsibility and not a reward, and as a consequence approach the role seriously and with appropriate humility.

## Behaviour and Discipline

### General Policy

Discipline should not be viewed as a separate entity, but as a cultural expectation to which all members of the community subscribe. The most important criterion must be that every member of the Common Room is responsible for setting agreed expectations of behaviour and for reacting in an appropriate way when the required standard is not upheld by our pupils. Pupils must understand that all teachers act within a common disciplinary framework and that transgression of the rules will have the same consequences with one teacher as with another. All teachers are, therefore, responsible for discipline since it is much better that they gain respect from pupils because of their own standing rather than that of more senior colleagues.

### General Values of Discipline

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. 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.

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.

### **Sanctions**

All teachers take responsibility for pupil behaviour. Minor issues of discipline will be dealt with on the spot. Sanctions such as making pupils stay behind, report in break, or do extra work will be used as appropriate, being reported on the Non-Satis report in due course.

**Non-Satis Report:** records dissatisfaction with work, behaviour, dress, attendance or punctuality. Teachers should also take appropriate action. The form goes to a pupil's Housemaster/mistress, tutor, Head of Department, Deputy Head and the School Office, and tutors keep a record.

**Punctuality Report:** A pupil who is late on two occasions to school, lessons or activities will be required to report to their tutor at break for two mornings. Three Punctuality Reports will usually lead to a School Detention. Parents are not contacted about individual Punctuality Reports.

**Academic Catch-up:** Held daily in the Library from 16:10-17:00 when the pupil does work for the subject which has requested this via ISAMs. Parents will be informed by the Deputy Head.

**Academic Detention:** Held daily from 16:00-17:00 when the pupil does work for the subject which has requested detention. Parents will be informed by the Deputy Head.

**Pastoral Detention:** Held daily from 16:00-17:00 when the pupil completes a suitable written task, set by the teacher who requested the detention. Parents will be informed by the Deputy Head.

**Satisfecit Report:** Report Cards for one or two weeks are given by Housemasters/mistresses, in consultation with Tutors, following poor Reports or Grades or other major academic problems.

**Gating:** The pupil is not allowed to leave the School site, including Boarding Houses and grounds, for a period of time specified by their Housemaster/mistress, unless they have direct permission. Parents may be contacted by the Housemaster/mistress about the gating.

**Deputy Head's Detention:** Held on a Saturday, usually from 12:30 to 13:30, when the pupil will write an essay reflecting on the behaviour that led to the Detention. Pupils will have up to a week's notice and parents receive written notice from the Deputy Head. Permission will not be granted to postpone except for a School commitment. Only the Headmaster or Deputy Head can give a School Detention. A pupil who receives two School Detentions in a term may see the Headmaster, with his/her parents.

**Suspension:** A pupil will be required to go home immediately. Parents usually receive a telephone call from the Housemaster/mistress at the time and an appointment will be arranged to see the Headmaster or a Deputy Head.

**Withdrawal:** In the event of a single act of gross misconduct or a repeated series of breaches of discipline, parents may be asked to withdraw a pupil from the School if the Headmaster judges it to be in the best interests of the School or the child.

Sanctions must be used consistently. A record of detentions is kept on ISAMS. A record must be made of all sanctions given; Housemasters/mistresses also keep a House care file. Major offences are recorded in the pupils' files. A pupil must always be informed by a teacher when and why a sanction is imposed. The most important sanctions used are listed elsewhere in this handbook.

Classroom discipline is primarily the responsibility of the teacher, backed in the first instance by the Head of Department. Tutors and Housemasters/mistresses must always be kept informed. House discipline is primarily the responsibility of the Housemaster/mistress and tutor team. Whilst Houses do not need to have precisely the same rules, there must be reasonable consistency of approach. Issues involving pupils from more than one House are always referred to the Deputy Head.

In all other areas, individual teachers are expected to deal with issues, apply necessary sanctions, and record all incidents through the Non-Satis system. Major problems should be referred to the Housemasters/mistresses, for action. Housemasters/mistresses will always refer matters to the Deputy Head Pastoral where the incident involves: breaking the law; alcohol; tobacco; drugs; sexual behaviour; weapons; fireworks; violence; bullying; or injury. They will also do so when it involves pupils from more than one House or when in their opinion it seems to warrant a School Detention.

### **Investigation of Incidents**

Major incidents are dealt with by the Deputy Head, or the Head of 6<sup>th</sup> Form and take the following form, and a similar approach recommends itself to Housemasters/mistresses at a lower level:

Pupils will be separated as soon as reasonably possible to prevent collusion or intimidation and detailed written statements will be taken from all pupils and teachers concerned. Pupils will be interviewed separately by the Deputy Head. The interview will take place in front of a supporting teacher, usually the pupil's tutor or Housemaster/mistress. The Deputy Head will seek to elucidate the matter through appropriate questioning with reference to any written statements taken, and will take careful notes with regard to answers given orally. The Deputy Head will ensure that the pupil has all due chance to put their side of the matter clearly and fairly and without unreasonable pressure. 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.

The Deputy Head will type up all notes and copy them to the Headmaster and Housemaster/mistress concerned. The Deputy Head will consult the Assistant Head Pastoral, Housemaster/mistress concerned, and the Headmaster if appropriate, and will then take, or recommend to the Headmaster, any sanction deemed appropriate.

Where it is necessary to search pupils' rooms, pupil permission will normally be sought and the pupil will normally be present during such a search. The School does, however, reserve the right to search a pupil's room in their absence should circumstances suggest that this is the best course of action. A written record will be kept of any such searches and the reasons for them.

### **Communication with Parents**

For incidents that lead to a School Detention, communication with parents will be by letter from the Deputy Head informing them of the incident and the sanction. The Housemaster/mistress of the pupil concerned may, however, also wish to speak with the parents in person or on the telephone.

For more serious incidents that lead to suspension, the Housemaster/mistress must make direct contact with the parents involved to arrange for their son or daughter to leave the School as quickly as is reasonably possible. During the conversation the parents must be asked to make an appointment to see the Headmaster or Deputy Head. They should be given to understand that pupils do not usually return from suspension until such a meeting has taken place. The Deputy Head may suspend a pupil, having been first given authority to do so by the Headmaster, or in his absence.

Incidents leading to expulsion or withdrawal of the pupil will normally be dealt with as suspensions in the first instance. **Only the Headmaster may decide upon expulsions or withdrawals and no other member of Common Room may prejudice his eventual decision by entering into discussion about such possibilities with the parents.** In the absence of the Headmaster, the Deputy Head may suspend a pupil. The final decision about expulsion or withdrawal must await the return of the Headmaster.

All such incidents are recorded in the Incidents File, kept in the Headmaster's Office. The Assistant Head Pastoral is responsible for preparation of a pack summarising the incident and including notes, letters and other relevant documents. This file will be reviewed on the occasion of each new incident by the Deputy Head and Assistant Head Pastoral to look for patterns.

### **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, School Prefects and House Prefects to perform general duties of a reasonable nature for the benefit of the School or House.

### **Alcohol and Public Houses**

No pupil may bring alcohol onto the School site at any time and no pupil may arrive at a School function having consumed alcohol. No pupil may consume alcohol on the School site or whilst taking part in a School trip unless where specific permission has been given under Common Room supervision. Pubs are out of bounds to all boarders. Any pupil arriving at a School event under the influence of alcohol will be banned from the event, their parents will be contacted and the Headmaster informed. All offences will be dealt with by the Headmaster and at his discretion; such offences may involve suspension.

### **Alcohol at School Events**

The Licensing Act 2003 makes it a criminal offence to sell or supply alcohol to any person under the age of 18 years. It is also an offence for a person under 18 to buy or attempt to buy alcohol. There is one narrow exception to this; children aged 16 and 17 are permitted to consume, but not buy, beer, wine or cider with a table meal if they are in the company of adults. A table meal is defined as a substantial meal which is eaten, seated, with cutlery. Drinks are not permitted to be removed from the table at the end of the meal. Clearly, the cost of the alcoholic drinks must be included within the ticket cost or charge for the event.

Pupils in the Sixth Form will be allowed to consume alcohol provided by Culford School during a substantial meal under the supervision of members of Common Room. Members of Common Room organising or supervising such events should obtain approval of the Headmaster at the planning stage and, having gained permission, discuss the event in detail with the Finance and Operations

Director. All such events must have a residential senior member of Common Room present to act as an emergency contact and additional support in the event of a disciplinary incident.

The event organisers must communicate the School policy on alcohol clearly to pupils. Under no circumstances may pupils bring any alcohol to a School event. Only pupils in the Sixth Form will be permitted to consume alcohol at a School event. Pupils will only be able to obtain alcohol from a licensed bar at Culford during ticketed events. Pupils under 18 will only be able to obtain alcohol from a licensed bar by handing in a signed drinks token. Pupils over 18 who wish to purchase alcohol must present formal identification to confirm their age and must only purchase drinks for themselves. All pupils will be allowed to purchase non-alcoholic drinks from the bar.

Pupils will be allocated drink tokens by organisers on arrival at the event. Each token will allow pupils to receive 1 pint of beer or a glass of wine. The Lower Sixth will receive no more than 2 tokens and Upper Sixth will receive no more than 3 tokens. Each token allocated will be recorded and signed by supervising Common Room. The cost of tokens will be added to the School bill and be included as part of the event cost.

If members of Common Room have reason to believe that pupils attending a School event have consumed alcohol prior to arrival, have broken the rules outlined above, or appear to be excessively under the influence of alcohol, they are to remove them from the event immediately. They should contact parents or the Housemaster/mistress and supervise the pupils until they are collected. In the event of a disciplinary incident the event organiser must ensure that the senior member of Common Room present is aware, and present a written report to the Deputy Head and Headmaster as soon as possible after the event.

### **Drugs and Illegal Substances**

No pupil may possess or use drugs or illegal substances. This rule applies equally to term or holiday, to school or elsewhere. If a pupil is suspected of having taken or being under the influence of a drug or illegal substance they may be required to undergo a drugs test.

A pupil found to be involved in the possession or consumption of a drug or illegal substance must expect to be suspended and possibly required to leave the School. A pupil found to have passed on a drug or illegal substance for personal gain must expect to be required to leave the School. A pupil may, at the Headmaster's discretion, be placed on a supportive regime.

The supportive regime will take the following form: a clear statement by the Headmaster that the pupil has taken their career to the very brink of expulsion; a formal undertaking, in writing, by the pupil, not to take drugs at any time, on or off school premises for the rest of his/her career at the school; the taking of a drugs test and discussion of drug use with a Doctor or Counsellor before returning to school.

There will also be agreement to undergo further drugs tests at the Headmaster's discretion as regularly as necessary, to be at the expense of parents and supervised by the School Medical Centre; agreement that if a test proves positive the pupil will be expelled; and understanding that the school will not help a pupil so expelled to gain a place at another school.

### **Smoking**

No pupil 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 pupil in the company of smokers or smelling of smoke may be deemed to be smoking. First offence: a letter home from the Housemaster/mistress and an appropriate sanction. Second offence: School Detention and a letter home from the Deputy Head. Further offences are likely to lead to suspension.

### **Attendance**

All pupils are required to attend punctually: registration each day, assembly, meals, all lessons and routine extra-curricular activities, and to give priority to School engagements and meet commitments made by or for them. The school day ends at 17:30 on weekdays and after school commitments on a Saturday.

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 Housemaster/mistress, 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, a letter should be sent to their Housemaster/mistress 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 the Medical Centre who will telephone the parents and inform the Housemaster/mistress as necessary.

No pupil below the Sixth Form can go home before 16:00. If a pupil below the Sixth Form wishes to go home before 17:30, or needs to stay after the end of the school day, the Housemaster/mistress requires written notice.

Driving lessons should take place outside registration and lesson time. Permission for occasional exceptions must be sought from Housemasters or Housemistresses. Pupils must sign out and in at reception. Pupils are permitted to visit up to three universities per term, with permission of their Housemaster/mistress.

Any pupil who is late on two occasions without good reason will report for two breaks to their tutor. Parents are not routinely contacted about individual Punctuality Reports. A third late offence will result in an Academic or Pastoral Detention. Subsequent lateness may result in a School Detention. Any pupil who fails to attend a lesson or activity without valid reason can expect to receive a School Detention. Any pupil who misses registration without good reason can expect a Pastoral Detention.

## **Bounds**

The following areas are at all times out of bounds to Senior School pupils: all woods other than on designated paths; Prep School playing fields; estate yard; kitchen yard; church yard. No pupil must venture on the lake or river when frozen. 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 relevant Housemaster's/mistress' permission. After darkness boarders are limited to areas that are lit.

After evening roll call boarders are allowed access around the quad area, to the Sports and Tennis Centre and on the main field, light permitting. 6<sup>th</sup> Form. All boarding pupils are registered as present at bed time by the member of staff on duty and are expected to remain in the Boarding House overnight.

Any pupil breaking bounds can expect to receive either a School Detention or a House sanction depending on the nature of the incident. If a pupil breaks bounds overnight they should be expect a suspension with any repeat likely to lead to a removal from boarding.

## **Cars**

Pupils may not drive to, away from or near the School during term time or on School business unless they have written permission from the Deputy Head or Assistant Head Pastoral and their parents. Motorcycles are not normally permitted because of the dangers inherent in their use. Permission to drive is given only when a completed request form signed by parents or guardians is received and acknowledged by the Deputy Head or Assistant Head Pastoral. Any passengers that a driver wishes to carry must be listed. Parents of such passengers must give their written permission before any passengers are allowed.

A driver must have a full driving licence or, with a provisional licence be accompanied by a parent. The school can accept no responsibility for the vehicle, or the consequences of its use, on the school premises. A current School permit must be displayed in the windscreen when the car is in school grounds.

Cars must be driven with courtesy and care. Cars may be driven only between the main school entrance and the car park at the start and end of the school day. Every exception must be authorised



in advance by the Housemaster/mistress. The Park must on no account be used as a training ground for learner drivers. Permission will be withdrawn if any of these rules are not observed or if, in the opinion of the School, a pupil has acted irresponsibly in connection with the use of the vehicle.

Any pupil in contravention of these rules can expect to be banned from driving to School for a week and receive a School Detention. Any repetition may result in a longer or a permanent ban. Any pupil travelling as a passenger without the appropriate permission will receive a School Detention in the first instance.

## **ICT**

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.

## **Mobile Telephones**

Pupils in the Fourth Form and Lower Fifth must not carry mobile phones between 8.30am and 3.30pm on weekdays and between 8.30am and 12.05 on Saturdays. Houses provide secure lockers for storage during the day. If this rule is breached, then a member of staff should hand the mobile phone with the pupil name to Reception and the sanction is Detention. House staff manage the collection of mobile phones from Reception on a daily basis. Pupils should approach House staff for their mobile phone after 3.30pm on the day of confiscation.

For all year groups, the use of mobile phones in common rooms, the dining hall, during tutorials, during activities and between lessons is strictly prohibited. They should also not be used in lessons, unless the teacher has planned a specific activity, e.g. virtual learning, that cannot be carried out using a BYOD. House staff should be informed before the lesson if this is the case. The taking of photographs using a mobile phone is strictly prohibited unless a pupil asks a member of staff for permission for a special purpose.

Mobile phones should never be used on the ground floor of the Library. Sixth Form can use mobile phones as personal music devices on the Mezzanine, but the phone must be hidden in a pocket and not used for any other purpose.

School prefects may use mobile phones for prefect business, but this has to be carried out discretely and not in the locations outlined above.

## **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.

All boys must be cleanly shaven each day. Boys who arrive unshaven will be sent to their Housemaster to shave. Shaving materials will be kept by Housemasters for this purpose. Girls may wear discrete make-up and nail varnish is not allowed except in the Sixth Form. Nail varnish removal materials will be kept by Housemistresses for this purpose.

The wearing of jewellery is limited to: a simple chain with a discreet pendant suitable for a traditional office environment worn around the neck; a single pair of earrings suitable for a traditional office environment worn by girls, one in each ear through the lowest part of the earlobe. No rings may be worn. No bracelets may be worn. Uniform is also worn on some Sundays for Church services. If a girl wears a blouse without a jumper, she should wear suitable white underwear so as not to cause embarrassment to herself or others. Sixth Form girls are allowed to wear a bracelet, a ring and also subtle nail polish.

Shirt Sleeve Order operates in the summer term when the Headmaster authorises. Permission to go to Shirt Sleeve Order is sought by the Senior Prefects. 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. Shirts should be opened at the collar, unless a tie is worn. If the shirt is open at the collar, no t-shirt or undershirt should be visible at the neckline. A tie must be worn if a boy wears a blazer. No jumpers may be worn. Full uniform should still be worn for official school occasions and visits, including games fixtures.

Casual clothing must at all times be clean, discreet and in good repair. It must be reasonable, unprovocative and not cause offence. The Assistant Head's ruling on what is reasonable is final. Dirty, torn jeans or cut-offs are forbidden, as is military or paramilitary uniform, studded leather jackets, T-shirts with offensive or suggestive lettering, see-through or scanty tops, miniskirts and shorts. Elements of official CCF uniform should not be worn as casual clothing, with the exception of School-branded t-shirts, hooded tops and fleeces.

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. Smart casuals of blazers and smart jackets with no trainers or jeans is appropriate for most visits. Casuals are appropriate on other occasions.

Pupils incorrectly dressed will be reported to their tutor and Housemaster/mistress and can expect to have any unauthorised items confiscated and passed to their Housemaster/mistress.

The full list of school uniform can be found in Appendix 3 of this handbook

Non-satis forms and Pastoral Detentions may be used to encourage the wearing of correct school 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.

### **Prohibitions**

Pupils must not chew gum in School. The following items must never be brought into School: fireworks or explosives, dangerous weapons or any other dangerous items; pornographic material.

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 pupil may enter the bedroom of a pupil of the opposite sex without the permission of their Housemaster/mistress. 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.

### **Stealing**

No pupil must tamper with or remove the possessions of anyone without prior permission from them. No pupil must tamper with or remove School property.

Any pupil found to have stolen the property of the School or another pupil must expect to be suspended or required to leave the school.

# 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](http://www.bullying.co.uk)
- Kidscape website [www.kidscape.org.uk](http://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.

## **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 and the Chaplain. Where bereaved pupils are in more than one Culford school, the Head of the school of the eldest pupil will assume the role in the column below. If bereaved pupils are also at a school other than Culford, the coordinating Head will liaise or ask the Chaplain to liaise with them.

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

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

### **Actions in the event of the death of a pupil**

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

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

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

disproportionate levels of visible grief; teenagers in particular find it difficult and may ratchet up the levels of emotion felt by others.

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

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

The school is notified; this is usually by the widow/widower telephoning. The notified staff member then contacts the Headmaster/mistress, Deputy 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:

<b>Headmaster/mistress or designated person</b>	<b>Chaplain</b>
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**

### **General Policy**

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. All boarders are full boarders but the School offers flexible arrangements as space permits.

In the Senior School there are four Boarding Houses: Jocelyn (Girls); Fitzgerald (Girls); Edwards (Boys); Cornwallis (Boys). All Boarding Houses provide accommodation in small dormitories or in study bedrooms, together with a range of common room and study facilities appropriate to the age of the pupils. In the Prep School Cadogan offers separate dormitory accommodation for boys and girls.

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

### **Contact with Parents**

Pupils in all Houses have access to telephones and, in view of the flexibility that they provide, Senior School boarders are encouraged to own mobile telephones. 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 Houses, boarders have access to a range of school facilities, including computers with internet access and email facilities, in the evenings and at the weekend. There is a full programme of extra-curricular activities on weekdays. Games fixtures form an important part of the weekend programme, but there are also a range of other activities, usually of an optional nature. Pupils are encouraged to choose a programme which promotes breadth and serves to introduce skills and interests which it is hoped that pupils will develop in subsequent years.



## **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. The school 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, suspension or exclusion, or 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.

## **Health and Safety Issues**

The Finance and Operations Director is responsible for the School's Health and Safety policy. Annual risk assessments will be made by Heads of Department and Housemasters/mistresses 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 Houses. There is one night-time fire practice in the Houses each term. The Finance and Operations Director and Headmaster monitor risk assessments and accident reports.

## **Induction**

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 an electronic copy of the Parents' Handbook, which outlines procedures relating to all major areas of School life. All new pupils can access a copy of the Pupils' Handbook, which includes similar information on School rules, routines and policies. In addition, they are given written guidelines relating to expectations, administration and discipline within the House.

## **Leadership Opportunities**

All Houses encourage pupils to assume responsibility, either as House Prefects or by serving on House Committees. 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 as Prefects are given appropriate training, which includes the School's bullying policy, guidance on child protection issues, how to respond to serious allegations of bullying or abuse and clear guidelines on the use of sanctions.

## **Matrons**

The role of the Matron is to ensure that all the domestic needs of the House and pupils are met on a daily basis. She is the person pupils can refer to with medical worries, issues to do with maintenance and repairs, House cleanliness and laundry matters. She will ensure that clothing is appropriately named and that School clothing lists are followed by pupils. In addition, she has a very supportive role and will be available for pupils just to chat and spend time with.

## **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, and an annual height and weight check. 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 sanatorium. All orthodontic appointments should take place during the school holidays.

## **Paddy and Scott's & the Tuck Shop**

On a Friday evening Paddy and Scott's is open for exclusive use for the Sixth Form boarders and Culford staff from 20.45 to 22.15. Members of the Sixth Form will be allowed to consume alcohol that will only be served alongside a plated meal, ordinarily pizza, served with a knife and fork. They will only be allowed up to two drinks. There will be Paddy & Scott's staff supervision and resident staff will

also be on duty and will drop in to ensure order. The students are signed out of, and back into, their Houses by the staff member on duty.

The Tuck Shop is situated in the Sports Shop. The opening hours are: Monday, Wednesday and Friday 16.45 to 17.30

### **Personal Property**

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. Opportunist thieves require opportunity and we should limit opportunities by being responsible for our own belongings. Every boarding pupil has a lockable space.

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 the Common Room will offer to take care of money or valuables.

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.

### **Rewards and Sanctions**

The use of rewards and sanctions will be in accordance with the School policy. Corporal punishment is not used. Housestaff are responsible for ensuring that rewards and sanctions in each House are consistent with the School's policy and that there are no significant discrepancies between Houses. Where pupils are in positions of authority over others, they will be provided with training and clear guidelines as to what sanctions they may impose.

### **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.

### **Study Leave and Exams Guidance**

Boarders may take study leave by arrangement with their Housemaster/mistress; normal procedures apply. Whilst in school, Upper Fifth boarders register in uniform as normal, unless they have an examination. Sixth Form boarders will register by House arrangement, at breakfast and during lunch time. All pupils must arrive in good time for examinations – we strongly recommend 8.30am for the morning session and 1.00pm for the afternoon session. There are very important meetings held each day for examination candidates before each session at 9.00am and 1.30pm respectively on the North Front. Pupils are not expected to attend Assemblies these in their study leave period.

The Houses should be areas where pupils can relax but they should be fully aware of the quiet areas in them, such as the computer rooms, the Library and boarder accommodation. Music should be played through headphones during normal school lesson times, allocated study times for boarders on Sundays and in prep sessions in the evening. Pupils should respect the right to privacy. House common rooms should not be used outside the normal break times. Study in Edward's Courtyard is not appropriate. School Uniform is required for all examinations and during the school day, including lunchtimes.

The exception to this is for Sixth Form Boarders on study leave. Such pupils may remain in casuals when on study leave, eating breakfast and then lunch at 12:30 in the Sixth Form Centre. However, if boarders are using Culford Hall or visiting the teaching blocks, uniform should be worn. Study leave means a commitment to study.

Pupils should respect the fact that the school is still teaching and only use the park and sports facilities during afternoon games periods or after 3.30pm. They should always be properly kitted out and check the Sports Centre for permission and availability of facilities.

## **Visitors to the Boarding Houses**

All visitors to boarding Houses should report to the Housemaster/mistress, matron or member of staff on duty on arrival at the House. House staff should escort the visitor to their child's room. Visitors are to remain under the supervision of House staff in one of the common areas, if their child has yet to return to the House. It is not expected that visitors remain within the House for an extended period of time.

## **Weekends**

Normal weekday rules apply. It is the pupils' responsibility to inform the Housemaster/mistress of their movements, seeking permission where appropriate. This should be done face to face and using Boardingware, the platform the school uses to allow transparent information sharing about pupils whereabouts and travel arrangements. Pupils must seek permission to leave the school site and sign out when leaving the House if they are going elsewhere in the school. Casual clothing may be worn from 3.30pm and from lunchtime on Saturday and on casual visits outside the School bounds, provided pupils are sensibly dressed and look respectable.

For those boarders who stay on site for the whole weekend there is a programme of activities which runs throughout the year. Activities such as ten-pin bowling, ice skating, theatre and cinema trips, top football matches and attractions such as Alton Towers attempt to provide something for all boarders. The cost of such trips can be put on the School bill although personal expenses should be provided by the boarders. Most events are voluntary, although some attract the majority of pupils. All activities and trips are supervised by members of the Common Room who can 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 Housemaster/mistress. Boarders leaving on exeat must travel directly home, if they are not being collected, and return directly to School and to their House where they must report in. Permission to visit houses of other pupils will only be given if the Housemaster or Housemistress has received an invitation from the host parents and permission from the visitor's parents. There is a religious service for boarders on alternate Sundays in St Mary's Church. Attendance is compulsory.

## **Welfare**

Housemasters/mistresses carry responsibility for the welfare of all pupils, including boarders. Parents are encouraged to contact them if they have any concerns about their child's welfare. Boardingware is used for pupils to sign in and out of the Boarding House and for parents and pupils to arrange leave.

All members of the School are attached to a tutor group and they are encouraged to raise any concerns they may have with their 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.

Tutors will keep in regular contact with 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 expected that tutors and parents will work closely together for the benefit of pupils. Pupils are encouraged to raise any problems they have with their Housemaster/mistress, tutors 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 and in Houses. 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 Housemasters/mistresses. This will be communicated to all relevant colleagues, who will implement the action plan outlined in it. Staff may be asked to support social workers to take decisions about individual children.

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 available for pupil use

within each House which provide for privacy, and every pupil has internet access and their own email address.

### **Thefts Inside School**

Theft should be reported to the relevant Housemaster/mistress. The Housemaster/mistress should complete a theft report form. The Housemaster/mistress 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 Housemaster/mistress 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 Housemaster/mistress should consult the Deputy Head 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 always include a brief meeting with the Senior Registrar/Registrar or Assistant Head at the beginning and end of the visit, a tour with an appropriate Sixth Former, including a visit to a classroom, a meeting with the relevant Housemaster/mistress, a meeting with a Deputy Head for a Sixth Form pupil visit, 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 a Housemaster or Housemistress.

### **Allocation of Tutors to Houses**

The Assistant Head Pastoral allocates tutors to Houses in consultation with Housemasters/Mistresses. It is expected that all full-time teachers will be tutors. Housemasters/mistresses will allocate pupils in their House to tutor groups and they are responsible for communicating with the tutor.

Information for all pupils is held on ISAMS. Special needs information and psychologists' reports are held by the Learning Development Coordinator who will make information available to tutors and Housemasters/mistresses as necessary. One-to-one discussions between new and old tutors/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.
- MidYIS, YELLIS and ALIS or CAT predicted grades; assessments, interim reports, tutor reports
- Internal and external examination results

Tutors are responsible for the registration of their tutor group using the ISAMS database in the morning. The receptionist will telephone parents of students not in registration whose absence is not explained.

It is expected that Tutors meet with each tutee, on a one to one basis, once every week and communicate to the parents of each tutee once every two weeks. This communication can be via email or by phone and should be recorded on ISAMS. During these one to one meetings, pastoral welfare, extra-curricular involvement and academic progress should be discussed and key points outlined on ISAMS as part of the recorded communication home.

### **Monitoring a pupil's academic progress**

The tutor is the key person in assessing a pupil's general progress and strengths and weaknesses in the academic field, using the following information: MidYIS, YELLIS and CAT predicted grades, target grades and regular assessments; benefecit, commendation and non-satis notice through ISAMS, informal discussion with subject staff, weekly subject reports; the list of possible underperformers produced by the Deputy Head; end of term reports and examination results. If academic problems persist and further action is necessary, it is the tutor's responsibility to inform the Deputy Head and Housemaster/mistress 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**

Tutors 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. Tutors 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 tutor and subject teachers. Where there are significant concerns about a particular pupil, the Housemaster/mistress will liaise with the tutor in calling a meeting of all relevant members of Common Room. The outcome of this meeting should be a Welfare Plan.

On occasions, tutors 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.

### **Liaison with parents**

Tutors 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 Housemasters/mistresses and the Headmaster's office. All tutors keep records of all tutees 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 tutor is responsible to the Housemaster or Housemistress. The tutor should establish a good relationship with parents of tutees but it is the Housemaster/mistress who will have more frequent telephone contact, especially if the pupil is a boarder. There must be good communication between the Tutor and Housemaster/mistress. Tutors 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.

Tutors may be asked to draft references for the Headmaster at any stage in a pupil's school career. As most Sixth Form pupils complete a UCAS form, the drafting of UCAS references is an important element of a Sixth Form tutor's responsibilities. Tutors must follow the published UCAS guidelines. Tutors should also keep the Headmaster informed of any major achievements by pupils in their tutor group, e.g. selection for county teams. Tutors should respond to requests for updates on pupil achievements and successes, both in and out of school.

# General Policies for Teachers

## Absence

### Illness

When unable to attend School because of illness, teachers are required to inform the timetabler as soon as possible by telephoning and leaving a message on 01284 385444. In order to arrange supervision for the necessary periods, it is essential that contact is made before 08.00. The Head of the Department concerned should also be informed directly, giving details of work set, classes 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 timetabler by leaving a message with Reception or on extension 5444.

On return to school after illness, teachers should submit a Self-Certification of Illness form to HR. This form is available on the intranet and in the Common Room. After an illness of three days, teachers should telephone the timetabler, 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

An absence form should be completed and submitted to the Deputy Head giving relevant details, which will then go to the timetabler once authorised. This should be received a week in advance of the required locum date. It is the responsibility of the colleague accompanying the visit to ensure that registrations and activities are covered. Colleagues should give details of work set to their Head of Department; a Head of Department should give details to a departmental colleague. Work may also be given to pupils prior to a planned absence and/or left in the teaching classroom. The timetabler would appreciate that the organiser of excursions/events notify him well in advance of probable absences, which will then be continued by individual absence forms.

### 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. They should also notify the timetabler. For longer absences, the Headmaster must be asked for permission with as much notice as possible. Once permission has been obtained, the Deputy Head and the Head of Department must be informed.

### Emergency Cover

Teachers are allocated a certain number of cover slots in the week according to teaching load, to ensure that colleagues' classes can be covered when they are absent. Information regarding cover slots is emailed out to colleagues and can also be found on the Common Room Today notice board and the ISAMS home page when logging on; it is important that colleagues check whether or not they have been allocated a cover slot by one of these means before 08.30 each day. If colleagues are going to be absent or unavailable for an allocated locum slot it is essential that they inform the timetabler in advance so that classes are not left unattended.

Colleagues supervising classes must always take a roll and report absentees to reception as soon as possible. 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, although external cover is usually arranged. The locum rota is issued to all members of Common Room at the beginning of each year in their timetables.

## Contact and Relationships with Pupils

In the normal course of events all staff, Common Room and non-teaching, should refrain from physical contact with pupils, except: where it is a necessary part of teaching; where a pupil requires first aid; or where a pupil is in distress. In the latter case teachers will use their own professional judgement when they feel a pupil needs this kind of support. Corporal punishment is not permitted under any circumstances.

In accordance with legal guidance, members of Common Room may need to use such force as is reasonable to prevent a pupil from doing, or continuing to do, any of the following: committing a criminal offence; injuring themselves or others; causing damage to property, including the pupil's own; engaging in any behaviour prejudicial to maintaining good order and discipline at school or among any of its pupils, whether that behaviour occurs in a classroom during a lesson or elsewhere. The above applies when a teacher, or other authorised person, is on the school premises and when he or she has control of pupils elsewhere.

Common Room should only use physical force as a last resort. It should not be used to prevent a pupil committing a trivial misdemeanour or where the situation could be resolved without using it. The degree of force used must be the minimum needed to achieve the desired result. In any incident colleagues should tell the pupil who is misbehaving to stop and should make it clear that any physical force applied will stop as soon as it ceases to be necessary.

There are some circumstances in which members of Common Room should not intervene without help unless it is an emergency. In such cases, teachers should remove other pupils who might be at risk and summon help from a colleague, or where necessary phone the police. Common Room should not act in a way that might be expected to cause injury, and should always avoid touching or holding a pupil in a way that might be considered indecent.

Any use of force by a member of Common Room must be reported immediately to the Headmaster and a full written report submitted. The Headmaster will inform the parents of any pupil involved in an incident where physical force has been used.

Teachers and others involved in the education of children stand in a unique position of trust. Children, no matter how apparently mature, are vulnerable and our relationships with them must be governed by the strictest standards of professionalism. Children at Culford are never our friends, they are in our care. There is no excuse for any use of language or display of attitudes that blurs clear, professional boundaries. Staff who fail to adhere scrupulously to such boundaries, place themselves at risk.

## **Invigilation**

At certain times of the year, for external, internal and entrance examinations, teachers will be required to invigilate. In normal circumstances this will entail a session of no longer than two teaching periods. An invigilation timetable is produced well in advance of a particular examination period, a copy of which is displayed in the Common Room. Each member of Common Room will also receive a copy of the timetable in their pigeonhole. If a colleague is unable to invigilate in a particular period, he or she should, in the first instance, try to swap with another member of Common Room and subsequently notify the Examinations Officer.

Invigilators are expected to give their whole attention to the proper conduct of the examination. Marking during internal examinations in classrooms is acceptable if circumstances allow. In the Centenary Hall, one invigilator per year group must do nothing other than invigilate. External examination regulations require that invigilators do nothing other than invigilate. Invigilation should be active: walking regularly up and down the aisles of desks, responding promptly to candidates' need for paper, questions or concerns. A telephone is provided in each examination room in case of an emergency.

When an external invigilator is present, he/she will run the examinations and colleagues may be free to do their own work at the back of the exam room. Any issues of pupil control, however, are the responsibility of the colleague present and not the external invigilator. This includes pupil entry and exit from their exam rooms.

As a licensed Examination Centre, the school has a responsibility to the Examination boards to ensure that the examinations are correctly invigilated in accordance with regulations laid down by the Joint Council for Qualifications. There must be at least one invigilator present for every thirty candidates: for a practical examination, the ratio is one to fifteen. A member of Common Room who has prepared candidates for the subject of the examination must not be the sole invigilator at any time, nor must a close relative of any candidate present.

Colleagues from the locum timetable and others will invigilate examinations for which no study leave is granted. For all other examinations colleagues who would normally be teaching in a particular period can expect to be asked to invigilate. While every effort is made to ensure that each colleague does a fair share, it may sometimes be necessary to ask certain colleagues to do more invigilation than others.

The Deputy Head gives the Examinations Officer guidelines within which to work when drawing up the invigilation rotas. Colleagues should discuss with the Examinations Officer, in the first instance, all cases in which they feel that their burden of invigilation duties in a particular session is more than they should expect. The matter may then be referred to the Deputy Head for further guidance.

## **Media Approaches**

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 should be returned promptly by those authorised to do so. See also the policy on PR and Social Media.

## **PR and Social Media**

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.

## **Private Tuition**

Pupils may from time to time receive private tuition from a member of the Common Room. This will mainly be because the pupil has joined the School during the School year and is consequently behind in a subject or subjects. Private tuition, when recommended, will only take place after proper discussion between the Head of Department and the Housemaster/mistress concerned. Only the Housemaster/mistress has the authority to sign the form which has to be passed to the Finance Manager for disbursement. Parents of pupils must be fully involved in discussions about the need for private tuition.

In order to maintain the balance of teachers' commitments, the teacher concerned must always seek the permission of the Headmaster before undertaking private tuition in term time. Such extra lessons will not take place during the hours of normal timetabled periods nor clash with the teacher's and the pupil's other School commitments.

The rate of pay for private tuition will be a fixed hourly rate, irrespective of a teacher's salary. The rate will be at least equal to that recommended by ATL. The Finance Manager will provide a claim form and advice on how to proceed. The full payment amount will be subject to tax and superannuation as appropriate. Parents will be charged the appropriate amount by means of disbursement on the termly account.



## **Tutoring**

The tutor 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 tutor group in all areas of school life, e.g. attending concerts, watching matches, etc.

As adults working with young people, tutors 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 tutors are familiar with the School's Child Protection procedures.

### **Tutoring the Sixth Form**

In addition to the normal pastoral role, a Sixth Form has further responsibilities:

- To coach their tutees to produce a high quality UCAS Personal Statement, guide them to apply to suitable courses and institutions and write a positive reference to support their applications.
- To attend Freshers' Week if required, subject to teaching commitments
- To help supervise either the Autumn or Spring Term Sixth Form Party
- To attend various events including: an annual UCAS INSET, the Life After Culford event and Sixth Form Presentations and Interviews under the direction of the Head of Sixth Form
- To mentor EPQ students and their own tutees through the Culford Independent Research Project

# 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
<a href="mailto:greynolds@culford.co.uk">greynolds@culford.co.uk</a>	01284 385342	(DSL)
<b>Kelly Harrison</b>	Pre-Prep Senior Teacher	Deputy Safeguarding Lead
<a href="mailto:kharrison@culford.co.uk">kharrison@culford.co.uk</a>	01284 385412	(DPSL) <b>EYFS Pre-Prep</b>
<b>Zoe Lough</b>	Nursery Manager	Deputy Safeguarding Lead
<a href="mailto:zlough@culford.co.uk">zlough@culford.co.uk</a>	01284 385355	(DPSL) <b>EYFS Nursery</b>
<b>Claire Bentley</b>	Deputy Head Prep School	Deputy Safeguarding Lead
<a href="mailto:cbentley@culford.co.uk">cbentley@culford.co.uk</a>	01284 385387	(DPSL)
<b>Mr Jon Herd</b>	Assistant Head	Deputy Safeguarding Lead
<a href="mailto:jherd@culford.co.uk">jherd@culford.co.uk</a>	01284 385490	(DPSL)
<b>Mr Jason Goodall</b>	Sports Centre Manager	Deputy Safeguarding Lead
<a href="mailto:jgoodall@culford.co.uk">jgoodall@culford.co.uk</a>	01284 385370	(DPSL)

**Patricia Abbott** Governor responsible for Safeguarding [trishaabbott@hotmail.com](mailto:trishaabbott@hotmail.com) 01359 253665

**Grant Skeggs** Police Community Support Officer [Grant.Skeggs@suffolk.pnn.police.uk](mailto:Grant.Skeggs@suffolk.pnn.police.uk)

MIST Safeguarding Lead [eastonb@methodistchurch.org.uk](mailto:eastonb@methodistchurch.org.uk)

MIST Independent Safeguarding Consultant [carolyn.eyre@btinternet.com](mailto:carolyn.eyre@btinternet.com)

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

Suffolk Safeguarding Partnership (SSP) [suffolkscb.org.uk](http://suffolkscb.org.uk)

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

Department of Education dedicated telephone line 0207 3407264

[Counter-extremism@education.gsi.uk](mailto:Counter-extremism@education.gsi.uk)

NSPCC Whistleblowing Helpline 0800 028 0285

[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Ofsted

0330 123 1231

[enquiries@ofsted.gov.uk](mailto: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](http://www.gov.uk). This policy is also aligned to Working Together to Safeguard Children (2018).

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

### **Procedure in the Case of Suspected Child Abuse**

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

### **Recognising concerns, signs and indicators of child abuse**

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

#### **Signs of possible physical abuse**

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

#### **Signs of possible sexual abuse**

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

#### **Signs of possible emotional abuse**

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

- Extreme shyness or passivity
- Running away, stealing and lying

### **Signs of possible child sexual exploitation**

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

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

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

#### **Physical Abuse**

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

#### **Emotional Abuse**

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

#### **Sexual Abuse**

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

### **Child sexual exploitation**

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

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

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

### **Sexual violence**

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

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

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

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

### **Sexual harassment**

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

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

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

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

## **Neglect**

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

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

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

## **At risk of radicalisation**

Children are vulnerable to extremist ideology and radicalisation.

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

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

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

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

## **Peer on Peer Abuse.**

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

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

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

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

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

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

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

The School recognises that all parties involved, including victims, perpetrators and any other child affected by peer on peer abuse, will be need individual support, which could come from any member of

the pastoral team including peer counsellors, external agencies (including charities) and health care professionals.

### **Teaching Children to keep themselves safe**

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

### **Children Missing Education (CME)**

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

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

### **County Lines**

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

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

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

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

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

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

### **Honour Based Violence (HBV)**

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

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



### **Female Genital Mutilation (FGM)**

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

### **Forced Marriage**

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

### **Gangs**

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

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

### **Domestic abuse**

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional.

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

### **Contextual safeguarding**

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

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

### **Early Help**

Culford School recognises the importance of early help and staff are aware of the role they play in recording and following up concerns to try and deescalate potential situations that could lead to the abuse of vulnerable children. Staff are also made aware of pupils that may be particularly vulnerable at

any given time or who face issues that make them more likely to put themselves in vulnerable positions through their own actions, especially those with Special Educational Needs or Disabilities (SEN/D). All pupils will receive the pastoral support required in line with their needs.

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

### **Referral Procedures**

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

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

If there is still concern, e.g. if the explanation for an injury is inconsistent with the signs observed, staff and volunteers should make a careful note of what has been heard and observed, sign, date it and note the time. Great care must be taken to ensure that actions taken by any person to whom disclosure is made do not contaminate future evidence or impede investigation. This means that once the disclosure has been made, any questioning must be limited to the minimum necessary to seek clarification and should avoid leading the child by making suggestions or asking questions that introduce the adult's own idea of what may have happened.

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

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

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

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

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

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

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

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

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

### **Low Level Concerns**

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

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

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

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

Staff should report to the DSL or Headmaster should they have concerns about the behaviour of another colleague. If the concern is about the DSL it should be reported to the Headmaster, if it is about the Headmaster it should be reported to the DSL or the Governor responsible for Safeguarding. Referrals can be either verbal or in writing.

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

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

### **Confidentiality**

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

### **Safer Recruitment**

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

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

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

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

that these checks have been undertaken lies with the person making the appointment, usually the Headmaster or the Finance and Operations Director.

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

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

### **Training**

The DSL or DPSL Lead will be suitably experienced members of staff and members of SMT who will be given training and time to fulfil their roles. The DSL has a job description outlining their role. All members of staff and volunteers, who are closely involved with children, are made alert to signs of abuse and how to respond appropriately to allegations or suspicion of abuse.

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

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

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

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

### **Management and Monitoring of Safeguarding**

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

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

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

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

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

### **Whistle-blowing**

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

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

The Governor with responsibility for safeguarding [trishaabbott@hotmail.com](mailto:trishaabbott@hotmail.com) **01359 253665**  
Local Authority Designated Officer (LADO) [LADOCentral@suffolk.gcsx.gov.uk](mailto:LADOCentral@suffolk.gcsx.gov.uk) **0300 123244**  
Children's social care / MASH **0345 6061499**  
MIST independent safeguarding consultant – Carolyn Eyre – [carolyn.eyre@btinternet.com](mailto: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](mailto: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](mailto:trishaabbott@hotmail.com)  
**01359 253665**  
MIST General Secretary – David Humphreys [gensec@methodistschools.org.uk](mailto:gensec@methodistschools.org.uk) **07748 808060**  
The Local Authority Designated Officer (LADO) [LADOCentral@suffolk.gcsx.gov.uk](mailto: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](mailto:help@nscpp.org.uk))**

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

MIST Whistleblowing Policy

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

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

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

### **Levels of Supervision**

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

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

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

### **One-to-one situations policy**

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

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

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

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

### **Mobile Technologies**

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

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

Reviewed: February 2020

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

## Appendix 2 Out of School Trips Policy

### 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).

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

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.

<b>Trip Type</b>	<b>Ratio</b>	<b>Male &amp; Female supervisor required with mixed gender groups</b>
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.

<b>D of E Award Level</b>	<b>Minimum number of participants in group</b>	<b>Maximum planned number of hours unsupervised</b>
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](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.

## Appendix 3 ICT Policies

### Overview

ICT is an essential resource to support learning and teaching, and plays an important role in the everyday lives of children, young people and adults. Consequently, schools need to use these technologies to arm young people with the skills to access life-long learning and employment.

It is also important to recognise the constant and fast paced evolution of ICT. 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 technologies.

At Culford, 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 its community exposed to media coverage, and potentially damage the reputation of the School.

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

### 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.

## Safety

The Headmaster and Board of Governors have ultimate responsibility to ensure that eSafety is embedded and monitored in the school. Culford 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 is 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 may be 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 do so:	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

If infringements of the policy appear to take place, through careless, irresponsible or deliberate misuse 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 person directly
- If the incident involves a pupil/child record any facts and do not ask any leading questions
- If the incident is deemed 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

In the context of Culford, email should not be considered private. All users need to understand how to style an email in relation to good network etiquette. All emails should be written and checked carefully before sending, in the same way as a letter written on school headed paper.

### 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. 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.

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.

Pupils may only use school-approved accounts on the school system and only for educational purposes. 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 arranging 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 school email is accessed, all 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.

### Sending emails

Users must use their own school email account and be clearly identified as the originator of a message. If required to send an email from someone else's account, employees must use the 'Delegation' or 'send as' facility. The number of email recipients, particularly those being copied, should be kept to the minimum necessary and appropriate. Attachments should not be sent or

forwarded unnecessarily. An outgoing email greater than five megabytes (including attachments) is likely to be stopped automatically. This size limit also applies to incoming email.

### **Receiving emails**

Users must check their email regularly. Users must activate an 'out-of-office' notification when away for extended periods. Using the 'Delegation' facility within email software will allow email to be handled by someone else. Users must never open attachments from an untrusted source, but consult IT Services first. Users must not use the email systems to store attachments; they should be detached and saved to the appropriate drive/folder. The automatic deletion of emails is not allowed.

### **Emailing Personal, Special Category, Confidential or Classified Information**

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 email must be used to transmit such data caution must be exercised and the following checks made 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 more recipients than 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.

Anyone expecting or sending a confidential or special category fax, should use the Safe Haven Fax procedure. The School's Data Protection Lead, who is the Compliance Officer, should be asked for details and support.

### **Internet Access**

The internet is an invaluable resource, 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 Headmaster's 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 is aware of its responsibility when monitoring staff communication under current legislation and takes into account; The General Data Protection Regulation, The Data Protection Act 2018, The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000, Regulation of Investigatory Powers Act 2000 and 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 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 their own PC or removable media equipment is kept secure and that computers are left locked to prevent unauthorised access. Any personal, special category, confidential and classified information disclosed or shared with others must be accurate; must not be disclosed to any unauthorised person; and must 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 be withdrawn at any time by contacting the school.

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

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

### **Storage of images, video and sound recordings**

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

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

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

### **Conferencing**

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

### **School ICT Equipment**

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

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

### **Portable & Mobile ICT Equipment**

All activities carried out on School systems and hardware will be monitored in accordance with the general policy for school ICT equipment. School data must be stored on the school's network, and not kept solely on mobile equipment. Personal data should be encrypted where possible and the devices have password protection enabled and used. Equipment must be kept physically secure. When travelling by car, best practice is to place the laptop in the boot of the car before starting the journey. Devices should not be left in vehicles unattended overnight or for long periods of time, or left in view. The vehicle should be 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 it 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 for the cost of any personal use of equipment.

## **Mobile Technologies**

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 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 there is a specific policy outlining conditions for their use. 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, 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.

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 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. A large amount of pupil, parent, employee and third party data is held on electronic systems.

Under General Data Protection Regulations, individuals have the right to request access to the information the school holds about them, under a Subject Access Request (SAR). This request must be responded to no long than one month after the request was made. It is important that staff understand how to recognise a Subject Access Request and the school polices on responding to it. All SAR's must go through the Compliance Officer. Full Data Protection Polices can be found in Moodle/Support/Data Protection. The School's Data Protection Lead is the Compliance Officer who is available for support or to answer queries about data protection.

## **New Software or Apps**

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

## **Security**

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

## **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.

### **Other digital Communications**

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

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

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

## Appendix 4 Uniform

### Dress Regulations for Boys

The full uniform list can be found on the school website and on Schoolblazer.com.

To be obtained from the school's outfitter, "School Blazer" (except \*)

#### Fourth Form and Fifth Form Boys

Trousers	Mid grey, classic cut
Shirt	Blue, long sleeved
Pullover	Navy, V-neck, long sleeved
Tie	School or Scholar tie
Socks	Dark grey
Scarf	School scarf
Shoes*	Black, polishable, classic style NOT boots, not suede
Blazer	School blazer
Coat*	At least $\frac{3}{4}$ length, single coloured navy or black NO patterns or wording

#### Sixth Form Boys

Suit	School blue suit
Shirt	White or light coloured, plain, long sleeved, formal design NOT with button down collar NOT solid dark colours or extremes of design
Pullover	Plain, sober-coloured V-neck, long or no sleeved or waistcoat, plain navy or black (logos are not permitted)
Tie	Sixth Form, School, Scholar, House, or School Sports Colours tie
Socks	Dark grey
Scarf	School scarf, or plain navy or black
Shoes*	Black or brown, polishable, classic style NOT boots, not suede
Coat*	at least $\frac{3}{4}$ lengths, single coloured navy or black NO patterns or wording

#### Boys' Sportswear

Reversible Rugby Shirt
Rugby Shorts
Games Polo
PE Polo
PE Socks
School Tracksuit (to be worn in assemblies, classroom lessons, Houses and Ashby)
PE Shorts
Blue hooped sports socks (Long)
Cricket Shirt, trousers, sweater (buy for summer term)
School sports bag

### Dress Regulations for Girls

To be obtained from the school's outfitter, "School Blazer" (except \*)

#### Fourth and Fifth Form Girls

Skirt	Culford Tartan
Shirt	Blue with reverse collar
Jumper	Navy V-neck, long sleeved (logos are not permitted)
Blazer	School blazer
Scarf	School scarf
Coat*	At least $\frac{3}{4}$ length, single coloured, navy or black NO patterns or wording
Tights*	or pop socks or socks Navy, black or flesh coloured NOT patterned



Shoes\* Black, polishable, classic style, 2 inch heels maximum (Ballet-style pumps are not recommended, as they are not suitable for Culford's environment)

### **Sixth Form Girls**

Skirt Culford Tartan  
Shirt White or light coloured, plain, long sleeved, formal design  
Jumper Plain, sober-coloured long sleeved or no sleeved, V-neck (logos are not permitted)  
Blazer Sixth Form Jacket  
Scarf School scarf or plain navy or black  
Coat\* At least  $\frac{3}{4}$  length, single coloured, navy or black NO patterns or wording  
Tights\* or pop socks or socks Navy, black or flesh coloured NOT patterned  
Shoes\* Black brown or blue, polishable, classic style, 2 inch heels maximum (Ballet-style pumps are not recommended, as they are not suitable for Culford's environment)

### **Girls' Sportswear**

Games Polo  
Navy skirt  
PE Polo  
Games Polo  
PE Socks  
School Tracksuit (to be worn in assemblies, classroom lessons, Houses and Ashby)  
PE Shorts  
Blue hooped sports socks (Long)  
School sports bag

### **Boys' & Girls' Additional Equipment to be obtained elsewhere**

Shin Pads (Compulsory for Hockey)	Tennis Racket
Sports trainers for indoors (non-marking)	Hockey Stick
Sports trainers for outdoor games	Rugby/Football boots (With RFU Kite Mark studs)
White ankle sports socks	Mouth Guard (Compulsory: arranged by PE Dept)