



Culford

Nursery and Pre-Prep Educational Policies

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1. Academic Structures

Absence of Members of Common Room Illness

When unable to attend School because of illness, members of Common Room are required to inform the Deputy Head as soon as possible by telephoning and leaving a message on their mobile; the numbers are provided to staff. In order to arrange supervision for the necessary periods, it is essential that contact is made before 07.30 am.

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

Day Visits with School Parties

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

Private Business

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

Assessments (to be read alongside the Assessment Policy)

Assessments are on-going at the Pre-Prep and are Assessment for Learning and Assessment of Learning. The children are tracked against the objectives of the EYFS and National Curriculum, using the sub-divisions of emerging, developing and secure. We have a points based assessment system in place; all teachers record assessment points and levels on the tracking files on the staff drive. GL assessments are used to assess English and Maths, alongside the White Rose Assessments where appropriate. The Welcome Speech and Language screening is also used as required.

Assessments are ongoing and there is an assessment cycle in place which is a guide for staff. When children enter into the Reception class, they are assessed using an in house baseline.

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

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

Academic Rewards

In Pre-Prep and Nursery, much use is made of verbal motivational praise so that pupils of all abilities feel that their work is valued. The importance of academic success is further enhanced by giving out several different

types of rewards such as house points, stickers and certificates. A Friday award assembly recognises the member of each class who has been awarded a merit.

Reports

Members of the Common Room work together in key stages to ensure consistency of reports. Reports are published via iSams in the Autumn term and at the end of the Summer term. Tapestry may also be used as a reporting tool in the EYFS alongside the iSAMS reports as above.

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

Classroom Behaviour and Routines

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

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

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

2. Curriculum

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

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

Curriculum Overview

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

Departmental Audits

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

Supporting Children Requiring Support Lessons

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

Monitoring a pupil's academic progress

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

Pastoral Care and Pupil Discipline

Class teachers should apply School rules at all times so that standards are maintained. They should respond quickly to behavioural concerns from teachers and academic concerns from teachers or pupils. Class teachers should have knowledge of EAL and Learning Development issues. If particular guidance is available, such as a psychologist's report, the Learning Development Coordinator will ensure that this is available to the Class teacher. Where there are significant concerns about a particular pupil, the Class teacher will liaise with the

Deputy Head Teacher, and the LD teacher in calling a meeting of all relevant members of Common Room to share the information gained and inform next steps.

Liaison with parents

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

3. Daily Routines

Assemblies and Collective Worship

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

Differentiation

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

English as an Additional Language

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

Gifted and Talented Pupils

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

Educational Equipment

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

Audio Visual Equipment

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

Videos and DVDs

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

Laptops

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

Library

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

4. Marking, Feedback and Presentation Policy

Rationale

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

Principles

Marking and feedback should:

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

Marking and Feedback through the school:

General

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

PPN

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

PPR

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

PP1

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

- Weekly spelling tests are marked promptly, verbal feedback is given and a mark is recorded in the spelling book. House points are given for good work and results are recorded in the teachers' log.

PP2

- Generally feedback is given verbally with the child during the lesson and written marking is completed as soon as possible;
- Learning outcomes are commented on in most pieces of work, praise given and steps for improvement are given as appropriate;
- Across the curriculum a variety of rewards are used to encourage high standards of work, including house points, stickers and smiley faces;
- Some incorrect spellings are corrected.
- In Maths ticks are used for correct work and when incorrect, children are asked to have another go.
- In spelling and mental maths tests, marks are given which may be recorded in a mark book. This is left to the teacher's discretion.

Presentation

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

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

Work Scrutiny

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

Checking Reading Diaries

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

Forest School

Culford Pre-Prep recognises the benefits of learning outside and therefore all year groups take part in regular Forest School sessions. The sessions take place within the designated Forest School area close to the Pre-Prep and may also take place in the wider school grounds within Culford Park. Trained Level 3 Forest School Leaders lead the sessions and there is a Forest School policy in place which all Common Room are familiar with.

Parent/Teacher Meetings

Two Parent/Teacher Meetings are held during the year, one in the autumn term and one in the spring term. These meetings are clearly published in the school calendar. Parents sign up through an online booking form which is managed via the Pre-Prep reception. Notes are made by teachers and put onto the ISAMS records of the children.

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

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

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

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

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

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

Prep

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

PSHE

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

5. Spiritual, Moral, Social and Cultural Development Policy

Definition

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

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

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

Principles

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

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

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

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

Promoting fundamental British values

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

Spiritual Development

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

Aims for Spiritual Development

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

Objectives for Spiritual Development

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

Moral Development

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

Aims for Moral Development

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

Objectives for Moral Development

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

Social Development

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

Aims for Social Development

- To relate positively to others.
- To participate fully and take responsibility in class and school.

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

Objectives for Social Development

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

Cultural Development

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

Aims for Cultural Development

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

Objectives for Cultural Development

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

General Aims for Spiritual, Moral, Social and Cultural Development

We aim:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To enable pupils to distinguish right from wrong, to respect the civil and criminal law of England and to appreciate the rule of law is essential for well-being and safety.
- To enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England and to respect and support participation in the democratic process.
- To promote respect and consideration for differences in protected groups: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

- To help each pupil achieve their full potential across all areas of the curriculum.
- To develop the individual strengths of all pupils and to help and provide support in areas for development.
- To inspire and stimulate the pupils in order to promote a love of learning and enquiry, to reason rationally and to apply themselves to all tasks.
- To help our pupils towards independent learning and to equip them with life skills in order for them to take their place in a fast-changing society.
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum.
- To develop respect for religious and moral values and understanding of other races, religions and ways of life while challenging opinions or behaviours in school that are contrary to British values.
- To help the pupils understand the world in which they live.
- To develop a sense of responsibility, consideration for others, self-respect and self-confidence.
- To promote good relationships between home, school and the local and wider communities.

Assessment

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

KS1 & KS2

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

6. Fundamental British Values Policy

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

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

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

Being part of Britain

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

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

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

Democracy

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

An example of 'pupil voice' is:

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

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

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

Rules and Laws

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses the school rules and class routines; principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

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

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

Individual Liberty

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

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

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

Mutual respect and tolerance of those with different faiths and beliefs

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

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

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

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

- through Religious Education, PSHE and other lessons where we develop awareness and appreciation of other cultures.
- in English through fiction and in art and music by considering cultures from other parts of the world.

- European languages day highlights different cultures and countries;
- celebrating cultural differences through assemblies, themed weeks, noticeboards and displays.

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

7. 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 an education suitable to the needs of the child that the Head of Prep & Pre-Prep has identified, unless the school is unable to do so, in which case the Head of Prep & Pre-Prep 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 Head of Prep & Pre-Prep. The Head of Prep & Pre-Prep 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.

The majority of pupils who join Culford Pre-Prep School do not have a diagnosed or identified SpLD. If they do, they are added to the Learning Development Register and an information sheet and Pupil Passport are created for them. They may or may not require specialist LD lessons. They are signposted to the Head of Learning Development who will act as the point of contact for staff and will deal with any related issues for that pupil. For the pupils with difficulties that have not yet been identified:

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

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

All members of the 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

Identification, Assessment and review

Culford aims to identify all pupils with SpLD as early as possible. The Pre-Prep & Nursery school has well established identification procedures and details of the screening and testing programmes are outlined in the Learning Development Department Handbook. All staff are responsible for ensuring that the Head of Learning Development is made aware of pupils with disabilities.

Teachers and other staff members raise concerns by emailing a cause for concern form or by talking to the Head of Learning Development. Staff will be given advice and the pupil will need closely monitoring by the class teacher; or they will be directed to implement some Wave 2 intervention.

The School follows the staged procedure similar to that recommended by the Code of Practice (DfES Revised Code 2015). The stages are monitored, SEN and EHC plan. Culford is not able to support pupils who require an EHC plan.

1. Monitored

Pupils at this stage are demonstrating a lack of progress and requiring Wave 2 Intervention by the class teacher/subject staff. If the Academic/Pastoral Action Plan has not brought the expected results the pupil is added to the pupils of concern spreadsheet.

Pupils at this Stage:

- may appear on the LD Register temporarily with the Head of Learning Development who monitors their progress
- must have their needs carefully monitored by the class teacher
- may move back to this stage once a period of support at SEN stage has brought about improvements.

Pupils at this stage should have their needs met through differentiation in the classroom. The school is acting collectively to meet the individual needs of pupils. The class teacher will monitor progress and refer the child back to the Head of Learning Development if there are any concerns.

2. SEN

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

Pupils at this stage:

- Do not have SEN as defined by the ISI (they define a pupil as having SEN if they have a EHC Plan (Statement of Special Educational Needs))
- May have Specific Learning Difficulties
- have support at SEN
- have LD provision which is additional to or different from that offered to their peers (support lessons)
- may have had their SpLD identified by an Educational Psychologist or by a specialist assessor
- have an Information Sheet and Pupil Passport
- must have their needs carefully monitored by the class teacher
- will need differentiated class work

These pupils require additional help and parents are advised that a programme of specialist teaching in the form of Learning Development lessons may be necessary to meet their needs. These lessons are charged for.

3. EHC plan (or statement)

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

- have demonstrated significant cause for concern and any strategy or programme implemented for the child has been continued for a reasonable period of time without success despite alternative methods being tried
- are considered as meeting the criteria to justify a full multidisciplinary assessment carried out by the LEA.

Pupils at this stage have provision arranged, monitored and reviewed by the LEA.

We are not able to offer the level of provision required to meet the needs of pupils with a Statement of Educational Needs or an Education, Health and Care Plan, except in exceptional circumstances. There are no

pupils with a Statement or an EHC plan currently in the School. We do not employ teaching assistants in the classroom to work with named pupils. Our admissions policy makes it clear that no part of Culford School will admit any pupil if it believes it cannot adequately meet his or her educational needs.

Curriculum Provision

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. The purpose of individual support is to remove barriers to learning so that the child can access the curriculum and has the best chance to achieve their potential with the class setting. In the general classroom, high quality teaching and appropriately differentiated lessons are delivered which are appropriate to the needs of the pupils. Within the support lessons, a program is designed to address the areas of weakness and to help the pupil remove barriers to achievement.

A pupil is entered onto the Learning Development Register following discussion with the Common Room and parents. A written record of this initial contact is recorded on iSAMS in the pupil's notes. All teachers have access to the Learning Development Register and the Information Sheet on each individual pupil on the Register. Information sheets outline the particular needs of an individual pupil and a Pupil Passport with 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. Teachers are alerted when midyear changes are made to information sheets.

Learning Development Lessons

Planned programmes of work are delivered by the Head of Learning Development to meet the individual's needs, based on the results of diagnostic tests, teacher consultation and parental requests. Detailed records are kept. Parents are kept updated by means of the academic reporting structure, parent's evenings and further additional contact as necessary. There is an additional charge for Learning Development lessons. Details of the cost are held by the Finance Department and published to parents annually.

Parent Partnership

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

Pupil Performance

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

Assessment Calendar

	PPN	PPR	PP1	PP2
		HFW reading & spelling throughout		
	On-going teacher observations and assessments used to inform planning and highlight specific areas of development			
	EYFS Learning Journey throughout	EYFS Learning Journey throughout using Tapestry	Ravens V/NV as an entry assessment for new children	Ravens V/NV as an entry assessment for new children

	using Tapestry Rising 2 check as appropriate	Welcome S&L as required	Observations through Tapestry ongoing Welcome S&L as required	Observations through Tapestry ongoing
September	In house Baseline Welcome S&L	Goodenough Draw-a-man In house baseline	Levelled Writing British Spelling Test	Levelled Writing British Spelling Test Suffolk Reading A
October		Levelled Writing	Levelled Writing	Levelled Writing
November				
December				
January		Update in house baseline	Salford Reading X	Salford Reading X Ravens V/NV Prep Reading Prep Numeracy Levelled Writing
February (before half-term)	All areas of EYFS Learning Journey	Levelled Writing All areas of EYFS Learning Journey	Levelled Writing Reading TA Writing TA Numeracy TA	Reading TA Writing TA Numeracy TA
March				
April				
May		Levelled Writing Update informal baseline	Salford Reading Y British Spelling Test Levelled Writing	Salford Reading Y Suffolk Reading B British Spelling Test Levelled Writing
June	All areas of EYFS Learning Journey	Ravens V/NV Goodenough Draw-a-man Complete EYFS Learning Journey	Goodenough Draw-a-man TA & Prediction in: S&L Reading Writing Numeracy Science	Higher Reading (some chn) Higher Numeracy (some chn) TA & Prediction in: S&L Reading Writing Numeracy Science

8. Supervision of children through the day Policy

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

Children are supervised at all times.

The safety of children is recognised as being of paramount importance. It is the responsibility of all staff to supervise children at all times and to ensure their safety.

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

The building doors are opened at 8:00am for all the other children – parents of PPR, PP1 and PP”2 drop their children at the main gate. They are greeted by two members of the Common Room. PPN children are dropped at the Nursery gate, they are also greeted by members of the Common Room. The children are then supervised by staff in one of the Pre-Prep classrooms or outside on the playing field until 8:20am.

This is a plan of the school day:

- 8.20am classrooms open
- 8.50am registration
- 8.50am lessons
- 10.30amsnack and break time
- 11.00 am lessons
- 12.00pm lunch in the Weston Hall
- 12.30pm lunch playtime
- 1.15pm registration
- 1.15pm lessons
- 3.40pm end of the school day for PPN
- 3.50pm end of school day for PPR, PP1 and PP2
- 3.50pm after school clubs for some children supervised by members of the Common Room or Coaches with recognised qualifications, who have had a DBS check and completed all relevant Safeguarding training.
- 3.50 - 6:00pm after school care in the staffroom and then in a designated classroom or the play area

The children are released directly to their parent/carer by their teacher or teaching assistant from the external doors.

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

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

Key pads are used on doors at all times.

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

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

The children are supervised at all times.

Pupil-staffing ratios are strictly adhered to.

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

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

Breakfast Club

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

Staff Children

In order to support members of the wider Culford Common Room, children of staff who begin work at 8.00am may drop their child off in the Pre-Prep for 7.50am via the staff room door. Children will be supervised by two

members of the Common Room until the school day begins at 8.00am. There will be no charge for this supervision, however it must be pre-booked.

9. After School Clubs and Care Policy (including EYFS children)

Rationale

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

Clubs Offered

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

Joining Arrangements

Children who are interested in joining any of the clubs will be able to do so via the online SOCS system. Details and information of the clubs will include:

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

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

Start Dates

All clubs are expected to start the second week of term.

Registration

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

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

Attendance

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

Absences

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

Cancellation

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

Supervision and Safety

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

Club Coaches

Some clubs are led by external coaches from the local area. All these coaches will be safer recruitment checked and added to the Single Central Register Managed by the HR Department. They are expected to attend child protection and safeguarding training. Coaches are made aware of fire, safety and behaviour expectations. The school adopts a traffic light system, where children are given a warning if they display inappropriate behaviour. The Senior Teachers reserve the right to withdraw a child from a club if inappropriate behaviour persists and parents will be informed.

After School Care

This runs every night between 3:50 and 6:00pm during term time. Parents need to sign their child in by replying to the weekly Culford Post communication about Breakfast Club and After School Care. Parents may also telephone or email Fieldgate office to sign their child into ASC. The school encourages parents to ring before midday to ensure we can cater for their child. If a child is not collected at the end of school, the child is put into after school care and a charge will apply and the school will endeavour to contact parents/carers.

ASC is run by the Teaching assistants, along with another member(s) of the Common Room; between 4 and 5pm there are two teaching assistants on duty, and between 5 and 6pm a duty teacher supports one of the Teaching Assistants.

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

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

Nursery aged children are always escorted to the toilet. It is recommended that children are toilet trained or use pull ups due to the set up in the Pre-Prep building.

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

10. Behaviour Policy

We believe that children develop positive behaviours when they experience:

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

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

Within Culford Pre-Prep we recognise that high expectations in behaviour result in a safe and productive learning environment to allow all children to thrive pastorally, socially and academically.

We believe that all behaviour is a form of communication. With this in mind, desirable behaviour is positively reinforced. Less desirable behaviour is explored and dealt with in a respectful and restorative manner. We always endeavour to ensure that consequences for behaviour are naturally linked and provide a learning opportunity.

We promote responsibility and respect towards each other and our school environment. These values are promoted through all we do in the Pre-Prep, including our Learning for Life and RE curriculum, FBV assemblies, themed days, events and celebrations.

Awareness of bullying is raised at an age-appropriate level. Pupils are aware that bullying can take place in many different forms, including cyberbullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively with the support of parents and senior leadership team/ Head of Pre-Prep. Details are logged with our internal systems, shared during transition periods and noted on the **serious sanctions log**.

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

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

We ensure a whole school consistent approach through

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

We will encourage positive behaviour through whole school strategies:

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

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

Positive behaviour is acknowledged and celebrated through a variety of means including, but not limited to;

- verbal praise
- Stickers / stamps / house points / reward and citizenship certificates / sharing learning with children or other members of staff outside of the classroom / learning showcases / sending copies of work home to parents / posting work on Tapestry and in the weekly newsletter
- the child is not labelled

Concerning behaviour may be addressed through the following means:

- Children may be given 'Reflection Time' - supervised separation from the rest of the class to consider their behaviour. This time is not sitting in an unsupervised area or in another classroom, it is giving the child an opportunity to reflect on their behaviour and to regulate their emotions.

- The class teacher will always be made aware of any incident regarding inappropriate behaviour and where necessary a member of SLT
- Depending on the nature of the inappropriate behaviour, staff may deem it necessary to refer the incident to the Head of Pre-Prep
- Teachers may request a meeting with a child's parents
- A behaviour plan will be created to support the child in their journey to regulate their behaviour/emotions in the Pre-Prep setting. This would be made in line with the relevant staff and shared with and signed by parents. It would be reviewed on a regular basis.

Any concerning behaviour will be recorded within school and parents will be asked to sign an incident form where appropriate

- If inappropriate behaviour persists, according to the Head's discretion, the child may be excluded from school for an agreed time.
- Serious Sanctions log is kept

11. Anti-Bullying Policy – Pre Prep and EYFS

Introduction

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

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

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

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

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

Purpose

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

It should be read alongside:

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

Aims and Objectives

The principal aims of the school policy are to:-

- recognise that bullying is not legitimate and is not acceptable in school.
- increase staff and pupils' awareness of any anti-bullying strategies
- define and describe controlled behaviour

- raise awareness of any signs bullying and produce a consistent school response to any bullying incidents that may occur
- establish a school procedure for dealing with bullying
- make all those connected with the school aware of our opposition to bullying, and to make clear each person's responsibilities with regard to the eradication of bullying in our school
- inform parents of the school's anti-bullying position
- increase parents' knowledge of signs of bullying, and interventions to prevent it
- issue guidelines for parents and staff on addressing bullying behaviour

Roles and Responsibilities

The role of governors

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

The role of the SMT

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

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

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

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

The role of the Staff

Staff in our school:-

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

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

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

The types of incidences towards pupils with protected characteristics and patterns of behaviour will also be monitored by the 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

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

The role of pupils

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

The role of parents

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

Guidance on signs of being bullied

Signs parents can look for:

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

What parents can do about bullying

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

Bullying linked to ICT and other technology

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

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

- Endeavour to trace the origin and inform police as appropriate.

Help Organisations

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

Further information from *Preventing and Tackling Bullying July 2017*

a) a definition of bullying, stating that it is repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer - it may occur directly or through cyber-technology (social websites, mobile 'phones, text messages, photographs and email);

b) the seriousness of bullying, both physical and emotional (which may cause psychological damage);

c) procedures to follow – so that it is easy to report bullying, including cyber-bullying and bullying outside school and records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified;

d) raising awareness of staff through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available; where appropriate, schools can invest in specialised skills to understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

e) using educational elements such as personal, social and health education (PSHE), assemblies, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice-based language;

f) implementing disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying);

g) having clear policies communicated to parents, pupils and staff, and creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils and celebration of success;

h) involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders

Home School Links

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

Monitoring

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

12. Discipline – Whole School

General Values

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

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

Self-Respect

Appearance, behaviour and dress: School uniform must be worn to and from School each day, during school hours and for other school activities. Your behaviour must be a credit to yourself and to the School, whether at School or elsewhere. Always consider the consequences of your words and actions. Never do something you feel is wrong. You must be smartly turned out and in all other respects conform to the School's dress regulations.

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

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

Respect for Others

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

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

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

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

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

Respect for the Environment

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

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

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

Culford's Methodist Tradition

Culford's Methodist tradition, a strong and clear feature of school life, provides a religious ethos which is tolerant, affording all pupils the opportunity to feel accepted and valued. The Governing Body is keen to maintain the School's traditions of openness, tolerance and understanding, and appropriate religious observance at Culford is regarded as integral to the stated aims and objectives of the school.

Attendance

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

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

Dress

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

Lost Property

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

Induction

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

Registration

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

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

Tours of the School and Visitors

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

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

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

13. Missing Child Policy – Whole School Policy

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

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

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

14. Bereavement Policy - Whole School

Actions in the event of the death of a parent

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

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

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

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

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 Head, Deputy Head, Assistant Head 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:

Head or designated Senior Teacher	Chaplain
Notify the Senior School Head	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	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 Head 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.

15. Toilet Training and Nappy Policy

Aim of policy

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

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

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

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

SEN and inclusion

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

Toileting and EYFS

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

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

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

Intimate Care in Key Stage 1

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

Parent Responsibility

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

prior to your child starting in Reception where their needs will be discussed and reasons and a care plan will be put in place.

16. Sun Protection Policy

Rationale

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

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

Adopt sun protection strategies

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

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

Stay in shade 11-3

Make sure you never burn

Always cover up – shirt, hat and sunglasses

Remember children burn more easily

Then use factor 15+ sunscreen

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

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

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

Shade – Activities set up outdoors should be kept in the shade where possible. Children are encouraged to make use of available shaded areas when outside. Support recommendations to seek shade during breaks and dinner hour. Provide permanent or temporary shady structures within school grounds.

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

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

17. Forest Schools

Through utilising the vast parkland where Culford Pre-Preparatory is situated, Culford Pre-Prep and Nursery provides opportunities for the children to gain an insight in to the Forest school ethos. The Forest schools approach which takes place throughout the year encourages children to take ownership of their own unique learning and develop skills of independence using their imagination and taking manageable risks within clear boundaries. Forest schools is a holistic approach to learning where you look at the unique child and develop

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

The Forest school leader will have the overall responsibility for:

- Risk assessments for each session, pre visit site checks and continuous safety monitoring.
- Planning sessions with differentiation to meet the unique child's needs.
- Ensuring all the equipment required is taken to the forest.
- Administration of First aid and carrying the first aid kit.
- Supervising the use, cleaning and storing of tools.
- Other staff will model good practice throughout the session. They will carry out delegated roles and responsibilities, extend the children learning where appropriate by asking open ended questions, support the children in managing their own risks, remind the children of rules and boundaries and support the Forest school leader to run the sessions.

Forest school codes of practice

Boundaries and Expectations

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

Picking up and playing with stones

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

Playing with sticks

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

Tree climbing

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

Rope and string use

Children are encouraged to use ropes and string to connect and transport objects. The adult should model appropriate knots for the purpose they are being used for.

Carrying & transporting materials

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

Digging

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

Behaviour Policy for Forest School

Respect for others

At Culford Pre-Prep we look for fulfilment and enjoyment. We respect and encourage each other as individuals and as members of teams. We take pleasure in each other's achievements and we never mock each other's effort. Every Child and adult has the responsibility to contribute to this ethos.

At Forest school we aim to:

- Build self-esteem, independence and the motivation to learn whilst ensuring it is a safe environment.
- Raise awareness of the need to respect and care for each other and the natural environment.
- Highlight the importance of collaborative behaviour.
- Continue the expectations of acceptable behaviour inside and in the outdoor environment.
- Encourage children and adults to take pride in their achievements.
- For these aims to be achieved, certain standards of behaviour must be continuous and reinforced with clear expectations of what are acceptable actions and the consequences of unacceptable behaviours. All staff will model good practise throughout the Forest school sessions.

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

- They will attempt to try and re-engage the child in the first instance
- A verbal warning will be given by the Forest School Leader or other adult by taking the child to one side and reminding them of the importance of acceptable behaviour.
- A time out activity will be given. They will be removed from others to a designated place for two minutes.
- If a child is given three time outs in one session they will miss the next session and will be taken to a senior teacher on return to school.
- If the actions of the child causing risk to themselves or others placing others they will be dealt with in the following way:
 - A message via walkie talkie will ask for assistance in Forest area
 - The child will miss the next session and a behaviour chart will be drawn up with the child for future sessions.

Child Protection Policy

The Forest school leader will adhere to Culford School Child Protection guidance, reporting any concerns to the designated DSL.

In the case of suspected child abuse protocols will be followed in line with Culford School child Protection (Safeguarding) Policy.

Equality and Diversity

- All children will be included with all activities and no form of discrimination will take place. Reasonable adjustment will be made to make Forest schools inclusive for all. Inclusion is evident in Forest school activities regardless of a child's ability, gender, race or culture.
- At Forest school every child will feel valued and achievements celebrated
- Children and adults will feel secure and accepted allowing them opportunities to flourish.
- Any signs of discrimination or exclusion will be addressed immediately. Culford Pre-Prep has an inclusion policy, Special educational needs policy and Equality policy which will be adhered to during Forest school sessions.

Health and Safety

- Forest school ethos encourages the children to develop their own risk management skills. This enables them to gain responsibility for themselves and others. Rules and boundaries will be established with the children and refreshed at the start of each session. No child is allowed to go onto the grass area to the

side of the forest near the road without an adult. Adult to child ratios will in line of Early Years guidance and KS1 as Forest school takes place on the school site.

- The site being used for Forest school will be assessed on a seasonal basis.
 - Each term a 5 step risk assessment will be carried out on the site. These steps are:
 - Identify the hazards.
 - Decide who might be a risk and how.
 - Evaluate the risk and decide on precautions.
 - Record the findings and implement the measures required.
 - Review the risk assessment and update on a termly basis.
- A sessional risk assessment will be completed prior to every visit to the forest. Tool and equipment risk assessments will also be completed on a sessional basis.
- Forest school will not take place in the Forest if there are high winds or adverse weather conditions. The Forest school leader will assess the weather conditions regularly and evacuation of the site will take place if diverse weather emerges during any session.
- All adults and children will be appropriately dressed to go into the forest. This includes sturdy closed toed footwear, long sleeve tops and long trousers all year round. Extra layers will be encouraged and a water proof coat and waterproof trousers will also be worn. Children will be asked to provide hats, scarves and gloves too. A sun hat should be worn in the summer.
- A Forest school leader will always be present at Forest schools sessions. This policy is in addition to the schools Health and Safety policy, safeguarding policy to enhance all aspects of health and safety.

Risk assessments will include:

- A site risk assessment of the forest school area.
- Individual risk assessments for tool use.
- Rope and string
- Activity risk assessments

First Aid

- All staff at Culford Pre-Prep hold a valid general and paediatric first aid certificate.
- There will be a First aid kit taken into the woodland area and additional first aid equipment is available from the schools medical centre or Culford Prep- Prep school building.
- All staff will be made fully aware of individual medical needs and will ensure inhalers, epi pens and other medications are taken into the woods and stored in a safe designated area

• **The Medical Centre**
(01284) 385501/ 07902 236897

Culford Pre-Prep
(01284) 385412

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

Emergency procedures

- In the event of a medical incident occurring the following emergency procedure will be put into practise by one of the Forest School Leaders.
- Anyone who witnesses or is involved in an emergency must alert a Forest school leader or another member of staff immediately who will then inform the forest school leaders.
- The designated adult will gather and seat the remainder of children away from the emergency but still nearby whilst first aid is administered. The adult will remain calm and reassure the children to remain seated and will offer support to Forest school leaders if required.
- The second adult will summon emergency help via the walkie talkie.
- The school will call the parents. Any other adults will remain with the children.
- The Forest school leader will decide on appropriate action and instigate this. Tools will be collected and stored safely any other equipment will be left out.
- When extra help arrives the group will be safely walked back to school. The Forest school leader and another adult will remain with the casualty and await emergency services if necessary.

In the event of a fire:

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

In the event of a missing child:

- If you suspect a child is missing please alert FS leader immediately or another adult who will inform F/S leaders.
- A whistle will be blown and the children will be asked to meet at the log circle. A role call will be conducted and all the children accounted for.
- Tools to be collected by adult and stored in the designated area.
- A sweep of the site will be conducted by F/S leaders and other adults.
- If the person is found the Forest school session will continue
- If the person is not found within five minutes, the school will be notified and a search party organised. The other children will be walked back to school safely.
- The search will continue until the child is found. The parents will be notified by the school.

Hygiene policy

- All children will go to the toilet prior to going to the Forest school session.
- There will be a designated area towards the rear of the woodlands for emergency use.
- Before having snack all the children will wash their hands using water and soap.
- Baby wipes are also available in the rucksack.
-

Supervision

All ratios as stated in the EYFS and KS1 will always be adhered to. The children and adults will agree boundaries. These boundaries will be discussed at the beginning of every Forest school session. An adult will always supervise tool use on a 1:1 basis. The adults will be situated in various positions around the Forest as designated by the Forest School leader. Staff will be responsible for the supervision primarily in these areas but also throughout the woodland.

Tool Use policy

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

Travelling to the site policy

The Forest we are using is on site. The children will be walked to the area by the Forest school leader and other adults. The route they will take will be across the playing field and enter the woodland through the gap in the wall. Access will not be gained from the road side unless in an emergency.

Weather

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

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

18.Important Policies

The following whole school policies can be found on the school website.

- Child Protection (Safeguarding) Policy
- Whistleblowing Policy
- Trips Policy
- IT – Acceptable Use Policy
- Footpaths
- Complaints
- Admissions