



Culford

Senior School  
Educational Policies

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## **General Academic Policies**

### **Curriculum**

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

Fourth Form pupils learn a very broad range of subjects and Fifth Form pupils normally study between nine and ten subjects depending on individual needs and aptitudes; therefore the breadth of educational experience is maintained for as long as possible. All pupils take GCSE English Language, approximately half also study English Literature and most pupils study at least one modern foreign language. These subjects foster their linguistic skills. All pupils take GCSEs in Mathematics and the three separate sciences (Higher or Foundation tier). PRE (Philosophy, Religion and Ethics), History, Geography, Art, Music, Drama and Design Technology are core in the Fourth Form. All of these subjects are also available as GCSEs. Within the curriculum, there are two double games periods in each year group, and in addition many pupils have High Performance Sport lessons.

In terms of ICT, the 'Inspiring Digital Enterprise Award' (iDEA) is offered as a curriculum enrichment activity open to all year groups, and as a lesson per week in the Fifth Form. This is an innovative programme which enables pupils to develop their digital, enterprise and employability skills, as they undertake a series of online challenges to gain Bronze, Silver and Gold level awards. The Award covers and assesses a very broad range of ICT and computing skills, such as programming. At A level, pupils can study an Extended Project Qualification (EPQ) in Cyber Security as an additional subject, over one year. This is the equivalent of half an A level and provides a unique guided learning pathway specific to the computer and cyber security industries.

Heads of Department ensure that the content of the courses selected is suitable for each year group in the Fourth Form and appropriate GCSE, A level or Technical specifications are chosen thereafter. Schemes of work, lesson plans and teaching make provision for differentiation in accordance with the aptitudes of the pupils, so that all pupils have the opportunity to learn and make progress. There is also setting in the core subjects in the Fourth Form and GCSE years. Pupils are assessed in literacy and numeracy by appropriate work being set in each year group and by formal examinations and tests. Pupil participation in class ensures that high standards of speaking and listening are maintained across the curriculum. Lessons are conducted in English; where English is not a pupil's first language, we are satisfied at the point of entry that the pupil will be able to cope with the teaching provided in line with their aptitude and our EAL support framework.

There are no pupils with educational statements. However, learning support is offered to pupils with mild specific learning difficulties who are able to manage independently in the classroom. Individual needs are considered and tailor-made provision is built into our broad and balanced curriculum. Support lessons are either embedded in a pupil's time-table, offered on a withdrawal basis or arranged before or after school. The Head of Learning Development ensures that statutory requirements and individual needs are met through the Learning Development policy.

'Learning for Life' (PSHCE) is integral to everything pupils experience at Culford, where the focus is on the holistic development of the individual, and reflects the school's aims and ethos. We have weekly lessons in the Fourth and Fifth Form, and Learning for Life is a fundamental part of our tutorials on a Friday afternoon, and the sixth form enrichment programme. All Fourth Form pupils are taught PRE and all year groups experience regular assemblies and weekly Collective Worship. There is a step-by-step programme for selecting subjects to study, careers, UCAS and higher education. A full and appropriate Sixth Form academic programme is available for pupils between the ages of 16 to 18.

The academic programme is open to all pupils. We aim to create an environment where all pupils are stimulated to learn and to pursue both a full general programme of education and their own specific interests. We give professional guidance to pupils about their suitability to study subjects. Pupils are well prepared for the opportunities, responsibilities and experience of adult life in British Society through our breadth and choice of curriculum; learning and teaching; extra-curricular and pastoral programmes; Learning for Life, Chaplaincy, Assemblies, Collective Worship; careers, UCAS, higher education programmes; sixth form enrichment.

The curriculum is outlined in the Curriculum Overview table below. There are 44 periods every week and most are 40 minutes in duration. Classes which are arranged in GCSE sets according to ability are highlighted in bold. Lessons begin at 08.45 and end at 15.30, with a full range of extra-curricular activities on offer between 15.50 and 17.20 every day. There are eight periods each week day with five on Saturday morning for Senior School pupils. Prep is set according to year group Prep time-tables in the Fourth and Fifth Forms.

**Curriculum Overview**  
*(Subject to fine-tuning according to need)*

	Fourth Form		Fifth Form		Lower Sixth		Upper Sixth	
	Classes	Periods	Classes	Periods	Classes	Periods	Classes	Periods
Astronomy			1	4				
Art	6	2	2	4	2	8	2	8
Art Textiles					1	8	1	8
Business A Level					1	8	1	8
Business Technical Single					1	8	1	8
Business Technical Double					1	16	1	16
Dance			1	4	1	8		
Digital Media Technical					1	8	1	8
DT	6	2	2	4	2	8	2	8
Economics					1	8	1	8
<b>English</b>	6	5	6	6	1	8	1	8
Further Maths					1	15	1	15
Geography	6	3	2	4	2	8	2	8
History	6	3	2	4	2	8	2	8
EPQ Cyber Sec					1	6		
<b>Languages</b>								
<b>French</b>	6	3	3	4	1	8	1	8
<b>Spanish</b>	6	3	3	4	1	8	1	8
<b>Maths</b>	6	5	6	5	3	8	2	8
Maths Context					1	8		
Music	6	1	1	4	1	8	1	8
Physical Education			2	4	1	8	1	8
L for L	6	1	6	1				
Psychology					2	8	2	8
PRE	6	2	2	4	1	8	1	8
<b>Science</b>								

<b>Biology</b>	6	3	6	3	2	8	1	8
<b>Chemistry</b>	6	3	6	3	2	8	2	8
<b>Physics</b>	6	3	6	3	2	8	2	8
Statistics			1	4				
Theatre Stud (inc GCSE Tech)	6	1	1	4	1	8	1	8
BTEC Acting					1	8	1	8

Bespoke EAL and LD classes are arranged throughout the time-table.

#### **Fourth Form Curriculum**

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

#### **Fifth Form Curriculum**

Pupils study a number of GCSEs according to aptitude and needs. However, in general, pupils take the following compulsory courses: English Language; Mathematics; the three separate sciences (Biology, Chemistry, and Physics); a choice of at least one language (French or Spanish). The two top English sets also take English Literature, other sets being able to select this subject in the option columns. Pupils also select to study up to a further three or four optional subjects from: Astronomy, Art; Dance; Design and Technology; Drama; English Literature; Geography; History; Languages; Music; Physical Education; PRE; Statistics. Scholars can also take an HPQ research project qualification in any topic of their choice. Pupils are set according to ability for: English; Mathematics; Science; Languages. IGCSE is taught to all pupils for Mathematics, English and Geography. Every week pupils also have one period of Learning for Life (covering topics such as relationships, assertiveness, careers, health, government, finance, British values), one period of Study Skills (focusing on key learning behaviours and skills linked to School values) and a Reading lesson in the library. There are two double Games periods each week and some pupils take High Performance Sport. We also provide an off time-table Study Skills programme.

#### **Sixth Form Curriculum**

Pupils generally take three subjects in the Lower Sixth and Upper Sixth; exceptions may include further mathematicians and high ability pupils if the fourth subject does not diminish performance in the main three subjects. The wide range of subjects and courses on offer include: Art and Design (and in addition Textile Design); Business; Business Technical Single; Business Technical Double (2 A level equivalent); Dance; Digital Media Technical; DT; Economics; English Literature; Geography; History; Mathematics; Modern Languages (French or Spanish); Music; PE; Psychology; PRE; Sciences (Biology, Chemistry, Physics); Theatre Studies; BTEC Acting.

Pupils are also able to take a Cyber Security EPQ (worth half an A level) as a fourth taught subject, covering a range of ICT topics, and Context Maths (for non-A level Mathematicians).

Pupils studying Further Mathematics study two separate maths A Levels, during 15 periods a week. In the first year, they complete the single maths A Level and begin some of the core pure modules for Further Maths. The second year is focused on all of the Further Maths modules. Exams for both A Levels are then taken in the second year.



There is a Sixth Form Enrichment Programme which includes: events, seminars, workshops and visits in relation to topics such as team building, leadership, presentation skills and a range of Learning for Life topics. Each pupil also completes a guided independent research project involving a key presentation, or an EPQ (Extended Project Qualification). There are rigorous study skills, careers and UCAS/higher education programmes. Further details concerning the curriculum and each subject are outlined in the Fourth Form and GCSE Curriculum Booklets, and the Sixth Form Prospectus.

The learning journey is very important and therefore we develop in pupils as they move through the Senior School the following Culford Learning Values:

**Flexible:** Reflective thinker who responds positively to change, and seeks advice and support when needed.

**Dynamic:** Proactive self-manager and independent learner, who effectively participates in learning activities either as an individual or in a team.

**Innovative:** Creative thinker who explores possibilities beyond assumptions, problem-solves and generates ideas.

**Resilient:** Tenacious individual who is able to withstand difficulties and never give up, and despite barriers, overcome problems.

Inherent in all of the above, is a Growth Mind-Set ethos: abilities can be developed via dedication and hard work, challenges and failures are opportunities to improve learning, and there are no upper limitations.

These learning values are promoted within and beyond lessons, and also via our Study Skills Programmes and Learning for Life; there are independent learning rewards to highlight the importance of them, and they are also commented on and assessed via assessments and reports. A “Leadership and Life Skills” Programme is integrated into the Lower Sixth Curriculum which covers topics such as leadership, communication, interview skills, CV writing and University applications.

This policy should be read in conjunction with other policies: Marking and Prep; Learning Development; EAL; gifted/talented/scholars. Separate documents and handbooks outline: Fourth Form courses; GCSE courses; Sixth Form courses; the Gifted, Talented, Scholars programme; sixth form enrichment.

### **Learning For Life (Lfl) Curriculum**

At Culford, the Learning for Life Curriculum encompasses both Personal, Social, Health and Citizen Education (PSHCE) and Relationship and Sex Education (RSE), in line with Government guidance on compulsory content for those in secondary education.

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

LfL at Culford aims to promote the physical, social, healthy and mental well-being by:

- Enabling pupils to consider attitudes and values
  - Enhancing pupils' self-esteem and self-confidence
  - Building confidence and awareness of personal safety in today's society
  - Developing personal, emotional, social and communicative skills
  - Ensuring children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.
  - Encouraging pupils to understand the basic British values and the importance of respect so that they leave school fully prepared for life in modern Britain.
  - Allow students to examine the physical and emotional implications of sexual behaviour and to appreciate the need for all genders to behave responsibly in sexual matters.
- 
- All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner.
  - Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases.
  - Make students aware of the impact of media on their own body image, self-esteem and expectations of relationships.
  - Give students accurate and relevant guidance on how to get further support if needed.

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

### **Parental Right to Withdraw**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, makes Relationships and Sex Education compulsory for all pupils receiving secondary education.

Parents are informed annually that RSE is delivered through the LfL curriculum, about the curriculum content for that year, by the Head of LfL.

They have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE. When such a request is made, we aim to ensure that the Head of Department and Assistant Head (Pastoral) discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and clarify the curriculum's nature and purpose.

Parents cannot withdraw children from the relationships or health aspects of the curriculum.

### **Careers (Future Pathways)**

Culford's Future Pathways Programme is designed to support pupils throughout their time at the school and offer them a range of options when they leave. The programme is led and overseen by the Head of Careers, in conjunction with the Head of Sixth Form and the Head of Learning for Life, with the support of tutors and house staff. In the Sixth Form, the Morrisby online Careers platform offers a wide range of aptitude tests, advice and course options for pupils. This is then followed up with one-to-one tutorials with key staff. Sixth Form pupils also have a programme of careers lunches held by employers from a variety of sectors giving practical advice on applications and skills in the job market. Other elements of the programme include:

- The 'Life after Culford' Conference with seminars and talks by University staff and local employers
- Regular 'Learning for Life' sessions, focusing on careers (F4-U5)
- Seminars by major employers on Degree Apprenticeships and alternative pathways
- Work experience support and guidance

In the Fifth Form, Cambridge Occupational Analysts run a careers selection programme, which includes a one-to-one interview with a careers adviser.

### **Academic Schedule**

Please note that this schedule may be subject to minor changes. ***Teachers can find a more detailed annual programme, for both academic and non-academic aspects of the academic year, in the SCR Google Drive/Assessments and Reports folder.***

#### **Autumn First Half-Term**

Summer examination re-takes for Upper Sixth

Academic Presentations for Fourth Form, Lower Fifth and Lower Sixth

Scholars Meetings for all Year Groups, which continue throughout the year

UCAS Applications for Upper Sixth

MidYIS, YELLIS, ALIS tests respectively for Fourth Form, Lower Fifth, and Lower Sixth

Study Skills Seminars for all Year Groups

A level Subject tasters and the Sixth Form Choices Forum for Upper Fifth and parents

Tutor Meetings for Fourth Form parents

Assessments for all Year Groups

#### **Autumn Second Half-Term**

UCAS Presentation Evening for Upper Fifth and Lower Sixth and parents

Parents Meetings for Fourth Form and Lower Sixth and parents

16+ Scholarships for Upper Fifth

Mock GCSE Examinations for Upper Fifth

Assessments for Fourth Form, Lower Fifth, Lower Sixth

Reports for Upper Fifth and Upper Sixth

Sixth Form Subject Preliminary Choices for Upper Fifth

#### **Spring First Half-Term**

Mock A level Examinations for Upper Sixth

Parents Meetings for Upper Fifth and Upper Sixth pupils and parents

13+ Scholarships and 13+ Induction Day

Revision Workshops for Upper Fifth

GCSE Re-Mocks for Upper Fifth

Assessments or exam results for Lower Fifth to Upper Sixth

Reports for Fourth Form

#### **Spring Second Half-Term**

Parents Meeting for Lower Fifth pupils and parents  
Oxbridge Forum for Upper Fifth and Lower Sixth pupils  
Parents 'U5 Survival Meeting' for parents  
Assessments for Fourth Form, Fifth Form and Upper Sixth  
Reports for Lower Sixth  
GCSE Choices Meeting for Fourth Form and parents  
GCSE Subject Selection for Fourth Form

### **Summer First Half-Term**

Revision work-shops before and throughout study leave  
Study Leave begins 2 weeks before HT for Upper Fifth and Upper Sixth  
External GCSE and A level exams begin 2 weeks before HT  
Assessments for Fourth Form, Lower Fifth and Lower Sixth

### **Summer Second Half-Term**

Life after Culford for Lower Sixth, including UCAS preparation  
End of Year Examinations, and exam results for Fourth Form, Lower Fifth and Lower Sixth  
Parents Meeting for Lower Sixth and parents  
Reports for Lower Fifth  
Tutor Letters for Upper Fifth and Upper Sixth

### **Academic Behaviour and Sanctions (Fourth and Fifth Forms)**

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 submit all work to deadline as requested by the Common Room. All pupils must behave in a co-operative and constructive manner that enables learning and teaching to take place in a pleasant and focused atmosphere.

Pupils should arrive in good time for lessons; bring relevant books, files, equipment and BYODs; and behave appropriately to allow optimal learning. If any of these do not occur, after an initial warning, a non-satis should then be given, and then a Detention, so that they can complete a 'reflective' essay set by the Deputy Head.

Pupils should produce work which is completed to the best of their ability and submitted to deadline. If either does not occur, it is important that the work is completed satisfactorily as soon as possible to prevent the pupil from falling further behind. To this end, the pupil should be given an extended deadline up to the end of the first break the following day, but if the work is still unsatisfactory or not submitted, then the teacher should immediately place the pupil in the next afternoon's Catch-up session via ISAMS.

If a pupil repeatedly attempts to hand in unsatisfactory work, or repeatedly does not submit work to deadline, they should not be given extended deadlines but instead be placed in Academic Detentions.

When submitting a Catch-up or Detention on ISAMs, the subject name should be added, and for both the reason and also work set, there should be: one bullet point, with no full stop, no pupil name and no capital letter at the start. The Deputy Head's Secretary quality controls ISAMs submissions, prior to notifications being sent out, which go to all relevant parties, including parents.

If a Housemaster/mistress or Head of Department wishes to monitor a pupil's progress and behaviour in lessons over time, a Satisfecit Sheet may be used.

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

A pupil should not be placed in a Catch-up or Detention if they do not understand the work. In this case, one to one help before-hand is more appropriate. In some cases, if a pupil is struggling conceptually with academic work, or with organisation, a teacher should advise the tutor, via the submission of a Non-Satis on ISAMs, that the pupil should attend one or more Learning Development Academic Clinics, which are support sessions run by the Learning Development Department on Monday to Wednesday. The tutor should liaise with all relevant parties, and if appropriate arrange for this to happen within two days.

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

#### **Academic Sanction Framework (Fourth and Fifth Form)**

Academic Catch-up sessions run daily from 16.00 to 17.00, and Detentions run daily from 15.35 to 16:05. Both take priority over all activities, prior commitments and early pick-ups. Pupils who attend detentions should subsequently attend activity sessions. Parents are informed by email.

If a pupil misses a Catch-up session, without a prior valid excuse, they should be placed in the next available Catch-up. Subsequent to this, every time they miss a Catch-up, they should be placed in the next available Catch-up and also a Detention to write a reflective essay. If a pupil misses a Detention, then they should be placed in the next available Detention. Subsequent to this, every time they miss a Detention, they should be given a Deputy Head's Detention.

Catch-ups occur in the library, but can occur in departments, supervised by Heads of Department, as long as they are recorded on ISAMS, and the Deputy Head's Secretary is informed. In the library, each pupil should be sitting by themselves, silently focused on the work. The Librarian supervises the pupils, their work, and personally logs them in and out.

Detentions occur in classrooms, supervised by members of the Senior Leadership Team, who should, via ISAMs, ensure that pupils are doing the correct work set, or a reflective essay set by the Deputy Head, which should be at least one A4 page in length, written by hand in hardcopy and returned to the Deputy Head's PA.

If pupils are late or miss a Catch-up, or Detention, or do not behave appropriately during these sessions, the Deputy Head's PA should be informed.

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

If a pupil receives six Academic Detentions or Catch-ups in any half term, they will receive a Deputy Head's Detention with a letter home. In addition, the Deputy Head will liaise with the Assistant Head (Pupil Learning), Housemaster/mistress and Head of Year, and one such

colleague, as appropriate, will have a formal meeting with the pupil and tutor to agree objective, measurable targets which will subsequently be monitored. If this pupil receives further Detentions or Catch-ups, then they will be seen by the Deputy Head of Assistant Head (Pupil Learning), and then the Head, with the possibility of a more serious sanction, e.g. Academic Suspension. Do note that this is a guideline framework only, and may be more bespoke according to a pupil's profile and sanction journey.

A weekly audit of Detentions and Catch-ups are published to colleagues, so that tutors and Housestaff can have appropriate intervention meetings with pupils, and when necessary parents, especially those who are approaching the above threshold number.

Pastoral Detentions are given for non-academic misdemeanours, details of which are outlined elsewhere. They run daily and in parallel with Academic Detentions and the framework for submission and monitoring is as outlined above. All Detentions and Catch-up sessions, communications about Detentions and Catch-ups and Non-Satis Forms are recorded on ISAMS under 'Pupil Profiles'.

### **Academic Sanction Framework (Sixth Form)**

The Sixth Form have a separate policy of interventions that are underpinned by support and action. For low level concerns, such as a late Prep, or a missed registration, students should receive a 'Level 1' concern. This is similar to the previous Non-Satis and will not necessarily lead to further action, but will remain on student notes.

The next stage of intervention is a 'Level 2' concern which could be for poor quality work or lack of focus in class. This will lead to a recorded meeting for the student with either tutor or teacher and will result in action points and a review date. If concerns continue or for more serious issues, a 'Level 3' concern will be issued resulting in a meeting for the student with the Head of Sixth Form, the Assistant Head, tutor, and again will result in significant action points and a date for these to be reviewed and, if necessary, updated. Various sources of support will be identified at these meetings, such as clinic attendance, mentoring or change of privileges. Finally, there is a 'Level 4' for the most serious concerns which will involve relevant senior staff and which may result in an even greater level of support and monitoring. These meetings will be action-oriented, with targets for a fixed time period, and are designed to give maximum support for students to make the right choices. The highest level of sanctions for behaviour, comprising a Deputy Head's Detention on a Saturday afternoon and suspension from school will remain for the most serious situations.

All of the levels above will trigger an automatic notification to parents, students and relevant staff, to ensure that communication remains central to student support.

### **Pupil Performance**

The Assistant Head (Pupil Learning) supports the Deputy Head in overseeing pupil performance.

Attainment levels, Culford Learner Characteristic (CLC) levels, Culford Learner Skill (CLS) levels and internal exam levels linked to GCSE and A level or Technical course criteria are published regularly to pupils and parents via the Pupil and Parent Portal ISAMS Package. All this information is also available to teachers via ISAMS. Base-line predicted and target grades for every pupil in every subject are also available to teachers, who are asked to compare them

against class marks, levels or grades. This enables teachers and tutors to monitor performance in relation to ability over time.

Pupil progress is discussed weekly within departmental meetings and actions agreed. After each set of assessments/exams ISAMS is used to compare assessment and exam grades to base-line predicted grades and/or the various target grades. In particular, there are separate, targeted analyses for scholars, GT, pupils with learning needs and EAL pupils, and every department oversees its own bespoke tracking documents. Value added is therefore monitored for every pupil in every subject through time. Lists of possible under-performers, as well as those working particularly hard, are published to teachers. These lists are discussed within departments and also during subsequent pastoral committee and tutor meetings. Tutors have one to one meetings with each tutee and discuss academic progress using the above information, formulating action plans when necessary, and regularly communicate the outcomes of such meetings to parents.

Possible underperformers are confirmed or not during the meetings outlined above. Professional judgement is used to make these decisions, but it is also possible to look at past performance as well as other data to increase the reliability of the analysis. A tutor has the overall responsibility for guiding an underperforming pupil when producing an appropriate, supportive and agreed action plan for improvement. This may well involve overseeing the pupil liaising with subject teachers. Measurable targets are then implemented so that they can be monitored through time.

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

### **Academic Rewards**

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

It is important to recognize pupils who express their academic talents in other ways apart from raw attainment. To this end, teachers are expected to give diagnostic comments and where appropriate Culford Learner Characteristic levels, as well as attainment grades or levels for work, but there are also a number of more public rewards such as: Benefecits and Commendations (see below); rewards for a range of independent learning behaviours and skills, linked to school values; independent learning prizes for tenacity and progress each term and as part of the annual prize-giving framework; subject ambassador and Pupil Academic Committee positions.

As well as the above, teachers are expected to communicate diagnostic comments about learning behaviours and skills when completing assessments, reports and at parents' meetings.

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

10 benefecits or commendations = Bronze certificate

20 benefecits or commendations = Silver certificate and book token

30 benefecits or commendations = Gold certificate and book token

Bronze certificates are presented in House Assemblies and Silver and Gold certificates in School Assemblies. The number of benefecits or commendations required for certificates is continually monitored and may be adjusted from time to time. Benefecits or commendations should be added to pupils' work and the subject teacher should keep a detailed record of those given out. Teachers should also update ISAMS with each benefecit or commendation, and as a result of this pupils and parents receive an immediate positive notification.

## **Assessments and Reporting**

### **Assessments**

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

Specific deadline dates are published at the beginning of each year for the academic year, and also termly. Detailed documents in relation to assessments on ISAMS can be found on our Google Drive. Attainment grades or levels, CLS and CLC levels must be objective, realistic and valid. They should be based on a number of pieces of work, some of which should have been assessed under test conditions. If below satisfactory is given, Heads of Department, tutors and Housemasters/mistresses should have been alerted prior to the assessment date via the non-satis procedure, or within departmental minutes to enable an action plan for improvement to be put in place. Attainment, CLS, CLC levels are outlined in a following section and must be followed prescriptively. If two teachers share a class then both should input separate assessments, but the attainment grades or levels must be the same. It is strongly recommended that reports are proof read in departmental meetings.

Subject teachers are responsible for ensuring that a complete set of assessments have been stored on ISAMS to deadline for every class they teach. After the deadline the school office checks all assessments for errors and contacts relevant teachers so that amendments can be made. Tutors also check and amend their tutees' assessments via ISAMS.

### **Reports**

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



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

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

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

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

### **Subject Reports**

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

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

Staff should pay particular attention to spelling, punctuation and grammar. Known names can be used but only the known names generated in ISAMS and shown at the top of the report should be used.

### **Tutor Reports**

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

### **Housemasters'/mistresses (HSM's) Reports**

Two summary sentences should be written and **it is the HSM's responsibility to ensure all reports are free from errors before being published to parents and pupils on-line.**

### **Assessment Criteria and Grades or Levels**

Assessment criteria must be followed prescriptively. Attainment grades or levels must be objective and valid. This is extremely important: pupils need to know exactly where they stand,

parents will access this information, and assessments are compared to base-line test data and target grades.

There are two types of attainment grade or level:

**Working At (attainment)**

**Working Towards (attainment)**

Working At (attainment) is defined as the objective A level or GCSE level the pupil is actually working at, based on evidence such as classwork, Prep and tests.

Working Towards (attainment) is defined as the expected A level or GCSE level the pupil will achieve at the end of the course, based on evidence such as the pupil’s academic profile e.g. aptitude, Working at (attainment) and professional judgement.

There should only be level 9s in the Fourth Form or A\*s in the Lower Sixth in exceptional cases.

The relationship between GCSE attainment levels and legacy grades are shown below:

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

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

Culford Learner Characteristic (CLC) levels and descriptors for all year groups, are as follows:

**EXCELLENT**

Excellent learner in terms of school values and growth mind-set: dynamism, resilience, flexibility and innovation.

Excellent participation in all blended learning activities, often beyond the specification. All work, Preps and test performances completed to best of ability, and always to deadline.

Correct, working equipment and BYOD, and on time for all lessons. Excellent management/use of GC and ICT, books/files neat, very highly organised and complete.

**VERY GOOD**

A very good learner in terms of school values and growth mindset: dynamism, resilience, flexibility and innovation.

Very good participation in all blended learning activities.

All work, Preps and test performances completed to a high standard for ability level, and always to deadline.

Correct, working equipment and BYOD, and on time for all lessons.

Very good management/use of GC and ICT, books/files neat, highly organised and complete.

### **SATISFACTORY**

A satisfactory learner in terms of school values and growth mindset: dynamism, resilience, flexibility and innovation.

Satisfactory participation in blended learning activities.

Work, Preps and test performances completed to a satisfactory standard for ability level, and mostly to deadline.

Correct, working equipment and BYOD, and on time for lessons.

Satisfactory management/use of GC and ICT, books/files neat, adequately organised and complete.

### **BELOW SATISFACTORY**

A below satisfactory learner in terms of school values and growth mindset: dynamism, resilience, flexibility and innovation.

Below satisfactory participation in blended learning activities.

Work, Preps and test performances completed to a below satisfactory standard for ability level, and not always to deadline.

Equipment and BYOD not always correct or working, and late for some lessons.

Below satisfactory management/use of GC and ICT, books/files not always adequately organised, and incomplete in some areas.

### **The above CLCs includes the following Culford Learning Values:**

**Flexible:** Reflective thinker who responds positively to change, and seeks advice and support when needed.

**Dynamic:** Proactive self-manager and independent learner, who effectively participates in learning activities either as an individual or in a team.

**Innovative:** Creative thinker who explores possibilities beyond assumptions, problem-solves and generates ideas.

**Resilient:** Tenacious individual who is able to withstand difficulties and never give up, and despite barriers, overcome problems.

Inherent in all of the above, is a Growth Mind-Set ethos: abilities can be developed via dedication and hard work, challenges and failures are opportunities to improve learning, and there are no upper limitations.

**Culford Learner Skill (LS) levels replace CLCs on full Reports.** Three types of skills are reported on:

*Independent Learning, Participation, Organization*

And there are three levels for each: Consistently (3), Usually (2), Sometimes (1).

### **Lessons and Blended Learning**

The basic, essential instructions and resources for every lesson, with day, date and period stated, should be posted and shared with HoDs on Google Classroom. Google Classroom Culford protocols should be followed, as published at the beginning of every academic year. If appropriate, a pupil who is not at school should join lessons via Google Meet, even if there are time-zone differences.

Lessons should follow the Culford Blended learning and teaching framework, as outlined in the Culford lesson planning document. Blended learning at Culford is defined as follows:

It is a complementary, transformative mixture of differentiated face-to-face and on-line learning, which is flexible, innovative and dynamic.

It should include:

- On-line and virtual learning, so that pupils can engage from anywhere, at any time
- Selective, innovative use of digital technology, to enhance the effectiveness of learning
- Flipped learning, so that pupils develop their own proactive understanding, at their own pace, through teacher-facilitated activities
- Collaborative learning

It should develop pupils to be flexible, innovative, dynamic and resilient with a growth-mindset; and enhance progress and attainment.

Lesson observation, peer observation and learning walk frameworks are in place to share good practice, to promote the continual development of learning and teaching, and for quality control.

### **Marking Policy**

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

#### **Purpose of Marking**

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

- Enable pupils to evaluate their own work and identify ways to improve (formative)

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

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

There is a wide range of extremely effective and time-efficient methods for marking on-line, and therefore, as far as possible, marking should be carried out through Google Classroom (GC), according to our current policy, except auto-marking using online resources such as Kerboodle and MathsWatch, and assessment tests/internal exams which can be produced and marked in hard copy.

Please note that GC marking does not negate the promotion of hand-writing, as PDFs can be posted on GC, and pupils can upload their hard copy answers on GC.

However, as a caveat to the above, when it is considered more effective and/or time-efficient to mark hard copy work by hand, then this is absolutely fine, as long as the marks/grades are posted on Google Classroom for pupil tracking purposes, and as long as a hybrid approach is taken, i.e. a mixture of on-line and hard copy marking.

It is not essential, but highly recommended, where possible, that pupils are allowed the option to add their hard copy marked work to their Google Classrooms, so all their assessed work is in one place.

With the present on-line marking framework, the GC markbook ("Grades") should be used for all pupil grades/marks so pupils are able to track their progress. However, the use of parallel, complementary markbooks (e.g. spreadsheets) are fine, as they can hold more detailed information, and allow a greater degree of flexibility.

Pupils should very regularly write by hand, and photocopying can occur for reusable resources, assessment tests, internal exams, to support LD pupils where appropriate, and where pupils need to develop subject-specific skills not possible on-line.

In addition, as exams are still completed in hard copy, it is also important that pupils practise hard copy papers, especially during revision periods, and this should be promoted. However, please note that in many cases, it is also possible to hand-write answers to PDF papers on-line, as well as type answers on to PDF papers, and therefore it is hoped that in most departments, a hybrid approach will be implemented.

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

Teacher marking every two weeks should include diagnostic feedback and the work set, which includes half-term tests, exams and mocks, should allow for GCSE or A level differentiation. Teachers are encouraged to use the range of assessment offerings in GC, e.g. Kami, which can increase marking speed, and enhance feedback detail. Comments should be encouraging with clear targets for improvement. Work should be marked promptly and returned at the earliest available opportunity. GCSE work should be returned by the next lesson or in a few days. Sixth Form work should be returned within a week.

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

When appropriate, CLC levels should be used, and benefecits and commendations should be given out and recorded by the teacher on iSAMS.

Pupils should not word-process all their work, but be very regularly set an appropriate amount of written work, as this is the form of summative assessment for most subjects. Exercise books, as well as files, should not be seen as complete records of learning or assessed work, instead as on-going learning workbooks/files.

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

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

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

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

### **Learning and Marking Reviews**

Departments regularly monitor exercise books, files and on-line work to review organisation, progress, attainment, assessment and other components of learning and teaching. HoDs then provide the Deputy Head with termly on-line feedback. Learning and marking reviews specific to teachers also occur regularly as part of the HoD department review every year, again with feedback to the Deputy Head.

### **Plagiarism**

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

Departments should examine Schemes of Work to identify suitable topic areas for independent learning and develop units of work. Pupils should undertake independent research and learning tasks where appropriate in all subjects using a wide range of resources including print and electronic sources. They should make notes as bullet points or concept diagrams to avoid overuse of 'cut and paste'. Notes should be treated as part of the finished work. Pupils must acknowledge the sources from which they have retrieved information by appropriate

referencing. Marks should be awarded for an effective search strategy, using a range of appropriate resources, referencing and citation (bibliography) and effective use of the information. No marks should be given for pages printed off websites, cut and paste, or unacknowledged illustrations.

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

## **Prep Policy**

Prep should be set in accordance with the Prep time-tables published every September by the Deputy Head. The teacher should ensure that all Preps, or any work requiring submission, including all coursework or project work, are outlined in pupils' GCs, to GC Culford protocols published at the beginning of every year.

Work should be well-defined, demanding, differentiated and achievable by all abilities. Teachers should ensure that pupils are always aware of its relevance and purpose. Prep should rarely be just the continuation or completion of class work. Where possible, large pieces of work, such as coursework or research projects, should be broken up into smaller pieces with regular feedback. Learning Preps must be preceded by relevant study skills training particularly in the lower years. All learning Preps should be assessed or tested. Reading Preps should include some form of measurable feedback, for example a test, or a concept map.

There is no need to always set Preps in the Fourth and Fifth Forms. Instead, Prep should be set according to progress and need. However, as a guideline:

- **Fourth Form Prep should be set at least 50% of the time**
- **Fifth Form Preps 75% of the time**
- **Sixth Form pupils should always be set the full amount of Prep, as they have a number of Private Study periods**

Pupils should be given revision Preps one week, and no more, before examinations. During School events, such as a School play, Prep should be set as normal but teachers should be more lenient with respect to deadlines.

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

## **Length of Prep**

Fourth Form: 20 minutes per subject per night until Autumn half-term; 30 minutes thereafter

Fifth Form: 30 minutes per subject per night

Lower Sixth: 6-7 hours per subject per week

Upper Sixth: 6-7 hours per subject per week

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

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

### **Private Study**

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

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

### **Spelling Policy**

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

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

Pupils should be encouraged to compile a personal subject-specific spelling list of the key high frequency words that they have difficulty spelling correctly. They should refer to this regularly and the expectation should be that they spell these words correctly. Subject-specific word lists can be issued for each topic. Lengthy glossaries are not as helpful as short, topic related words issued at the time the topic is being taught. These can be displayed in an enlarged format on the classroom wall or in Google classroom so that pupils can refer to them as a quick and easy reference point, or a bookmark version can be produced for their files or exercise books for easy retrieval. These lists should ideally be in alphabetical order. It can help the pupils develop a broader vocabulary if opportunities are taken to discuss the morphology of words being taught as this will help them to decode other words. When key words have been given, misspelling is unacceptable and should be corrected by the pupil.

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



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

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

### **Marking Spelling**

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

For handwritten work

In marking errors teachers should:

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

For word processed work

It is very important that pupils learn to type accurately as the majority do not have access to spellcheck in exams. Pupils should type with spellcheck off. Once the work is complete, spellcheck can be used to check and correct the spelling as part of the proof reading process. Pupils should be encouraged to keep a personal electronic list of words which they misspell and these should be practised on the word processor regularly. The feel of the word under the fingers on the keyboard is important. For this reason, it is also important to encourage a consistent finger key correspondence.

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

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

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

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

Departments must adhere to the above key points even if spelling is not part of the assessment criteria for their subject. Any subject specific minor differences must be outlined in detail within departmental handbooks. A copy of the School Spelling Policy should be in departmental handbooks. Heads of Department are responsible for ensuring that the marking of spelling is: carried out in accordance with the School policy; consistent within their departments; reviewed regularly by auditing pupil work within departmental meetings.

## **Value Added Policy**

The Assistant Head (Pupil Learning) supports the Deputy Head with the below value added framework.

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

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

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

## **Departmental Audits**

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

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

## **Holiday Work**

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

## **Outdoor Classes**

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

## **Films and Television Programmes**

Common Room may, at their discretion, show an 18 programme to people between the ages of 15 and 18 and a 15 film to those over the age of 13. If they wish to show an 18 programme to those under 15, they must seek permission. If a pupil wishes to see their own film, they must seek permission from their Housemaster/mistress first. Programmes shown in lessons should be directly relevant to the specification and make a recognisable contribution to pupils' education. We do not show films merely for entertainment during lesson times. Academic momentum should be maintained right up to the end of term as far as possible.

## **Parents' Meetings**

Two or three Parents' Meetings are held every term and each year group will have at least one such meeting a year. All meetings are clearly published in the School Calendar and they take place either in person or on-line, on Thursday or Friday evenings. Attendance for teachers is obligatory unless they do not teach the year group. Tutors should attend the meeting where their pupils are concerned. Meetings are organised by the Deputy Head.

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

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

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

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

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

## **Text Books**

If on-line text books are available, departments should use these and if they are not available, hard copy versions must be charged to pupils so they can use them for annotation. Additional support material, e.g. revision guides and other subject-specific books, can be purchased, but must be charged to the pupils.

## **Audio-Visual Equipment**

A member of staff who wishes to book audio-visual equipment such as a portable projector, screen, speakers, microphone or laptop can submit a request via the IT service desk. They will co-ordinate these requests and will confirm availability by return email within 24 hours. You can also have help if you have any problems setting the equipment up as long as you give plenty of warning. Once you have finished with the equipment they should be returned to IT Services promptly. The equipment is often needed at other locations shortly after. When booking a room for a meeting or presentation, please make sure sufficient time is available before the event begins for IT Services to set up the equipment. IT Services will do their best to fulfil last minute requests, however this may not always be possible.

## **Library**

The Senior School Library is open throughout the school day from 08:00-17:30 Monday to Friday and 08:15-12:15 on Saturdays. Evening opening 19:00 – 21:00 is for Sixth Form boarders' Prep. All pupils (F4-U5) should sign in for Private Study lessons.

The Library seats up to 44 at tables on the mezzanine (Sixth Form only) and up to 32 at tables downstairs. In addition there is a large amount of soft seating, and the Lecture Theatre rooms are often available for collaborative study and silent study. The Lecture Theatre may be booked for seminars, lectures or meetings; the full room seats up to 80 or may be subdivided. Please contact the Librarian to book or email [librarybookings@culford.co.uk](mailto:librarybookings@culford.co.uk).

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

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

Departments are encouraged to work with the Librarian when setting work requiring independent learning to ensure that suitable print and online resources are available and pupils have the skills and opportunities to use them effectively. The Librarian can assist in developing and implementing units of work for independent research and learning, team teaching research sessions, researching available resources and providing support for pupils. Departments are also encouraged to request stock for the Library to support their subject areas.

All F4 and L5 pupils partake in the Reading Bingo programme. Administered by the library and English department, each English class has a Google Sheet created by the library, with each pupil having a page with their reading log and bingo grid. Pupils get their completed reads

'stamped' by the librarians, to then gain prizes and benefecits when they complete lines. Data is collected from completed books, with tutor groups being awarded chocolates for most read/improved periodically. Pupils can search for books within the bingo categories on the library catalogue and printed booklets in the library, which are shared electronically with tutors.

### **Information Literacy**

Information Literacy is defined as 'Knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.' It is important in promoting independent learning and critical and analytical thinking skills, preparing pupils for higher education and avoiding plagiarism. Pupils are introduced to this via subject teaching, but also more specifically during Study Skills lessons in the Lower Fifth, and the Culford Independent Research project and EPQ in the Lower Sixth. Good information literacy skills, well designed assignments and promoting awareness of the issue among pupils will go a long way to reduce inadvertent plagiarism.

The Librarian, in collaboration with SLT from Senior, Prep and Pre-Prep, has created a framework for information literacy. This can be used to evaluate pupil's skill level and plan research projects. The library can supply lesson resources and activities for each research skill. Teachers are encouraged to include opportunities for information literacy within their curriculum and to utilise the library resources and staff assistance when planning any research.

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

The Library should be booked in advance by email or telephone giving the following information: date and time of visit; year group and set; topic for research; any particular resources needed. The Librarian will provide suitable resources and advice. Library research should be preceded by a research planning lesson. The library is a silent working environment, so pupils must remember to think of others as they enter and leave. The Watson Lecture Theatre can be used for group work or discussion based activities. Before leaving, pupils should replace chairs and tidy up. Books not being borrowed should be left neatly on the tables or put on the returns trolley.

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

### **Pupils with Specific Educational Needs**

#### **English as an Additional Language**

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

Pupils who are still getting to grips with the language will inevitably find it harder than other pupils in the classroom during their first couple of terms. Of course, individuals will vary widely

in their linguistic ability and educational background, and not all of these suggestions will be appropriate to all new EAL pupils.

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

The academic performance of international pupils is tracked each half term once the Midyis/Yellis/Alis data are available. The information on pupils who are underperforming is circulated to all teachers.

### **Reading**

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

### **Writing**

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

### **Listening**

Because our pupils have the opportunity to listen to spoken English every day, they usually become good at understanding what they hear; however, they find it very difficult to write down what they hear with any degree of accuracy. If material is delivered via slide-presentation, they should be provided with a copy which they can write on whilst the material is being presented. They will retain significantly more information if they can annotate notes whilst information is being presented. It follows that writing a significant amount of material on the board is an unhelpful strategy for international pupils. It will also help if we: don't talk too quickly or too much; repeat the key points and avoid dictating notes. We should all be aware of our own speech, bearing in mind that pace of delivery, volume and accent can all affect a pupil's ability to follow what is being said.

### **Speaking**

Some of the less confident overseas pupils manage to get through the day saying remarkably little in English. They often have friends of their own nationality to work with and help them in

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

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

### **Learning New Vocabulary**

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

### **Special Educational Needs**

It is the duty of the School to ensure that no pupil is discriminated against in any area of school life on the basis of his/her learning disability; to have regard to the Special Educational Needs (SEN) of a child and to monitor a child's performance accordingly; to identify the SEN of a child when a child appears to be under-performing; to provide education suitable to the needs of the child that the Head has identified, unless the school is unable to do so, in which case the Head 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. The Head 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 have SpLD join Culford Senior School with their SpLD already identified. They are added to the Learning Development Register and an information sheet is created for them. They may or may not require specialist lessons. They are allocated to a member of the Learning Development department who will act as point of contact for staff for LD related issues for that pupil. However some pupils with difficulties 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 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 Senior 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 email or by talking to the Head of Learning Development or one of the Learning Development teachers. Staff will be given advice and the pupil will need closely monitoring by the class/subject teacher; or be directed to implement some Wave 2 intervention such as pupil attendance at LD clinic or academic clinic; or the Head of Department may assess.

The School follows the staged procedure similar to that recommended by the Code of Practice (DfES Revised Code 2015). 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 an allocated LD teacher who monitors their progress
- must have their needs carefully monitored by the subject teacher / tutor
- may move back to this stage once a period of support at SEN stage has brought about improvements and the pupil is on the access arrangements list for external exams.

Pupils at this stage should have their needs met through differentiation in the classroom. The school is acting collectively to meet the individual needs of pupils. The subject teachers as well as the tutor will monitor progress and refer the child back to the allocated Learning development teacher or 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
- must have their needs carefully monitored by the subject teacher / tutor
- will need differentiated class work

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

## **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. The pupil's overall curriculum may be amended to meet their needs. For example, they may not study a foreign language or may take a reduced number of options for GCSE or A level.

A pupil is entered onto the Learning Development Register following discussion with 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. They record that a pupil is on the register in their markbook/planner. Information sheets outline the particular needs of an individual pupil. Practical strategies to help the pupil in the classroom are also included. The sheets are updated annually or amended accordingly if the circumstances of the pupil change. Teachers are alerted when midyear changes are made to information sheets.

### **Access arrangements**

Culford complies with the reasonable adjustments for examinations as required by the Disability Act 2010 by ensuring that all relevant pupils have access to testing for access arrangements. These are charged at an additional cost either by the educational psychologist, the specialist assessor or the access arrangements assessor. Pupils who qualify for access arrangements are kept on the Learning Development register at either the monitored or SEN stage depending on whether they are still having separate support lessons. The access arrangements list is made available to staff and is updated regularly.

### **Learning Development Lessons**

Planned programmes of work are delivered or supervised by specialist teachers to meet the individual's needs, based on the results of diagnostic tests, teacher consultation and parental requests. Detailed records are kept. Parents are kept updated by means of the academic reporting structure, parents' 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.

### **Scholars**

Scholars are chosen at various levels throughout the school as a result of competitive examinations. This process is overseen by the Deputy Head. There are Academic, Art, Music, DT, Drama and Sports scholars. All scholars are expected to attend the Scholars Programme which provides a range of specialist seminars designed to build up a portfolio of extra-curricular experiences. Academic scholars are also expected to attend Oxbridge-style tutorials run by academic mentors and take part in regular reading and feedback sessions, and also debates, general knowledge quizzes and critical thinking workshops. Fifth Form scholars complete the EdExcel Research Project Qualification, and Sixth Form Scholars complete the Culford Independent Research Project; both projects require presentations to peer scholars, and in addition, Sixth Form scholars give regular TED-Style talks to younger scholars. Fourth to Fifth Form Scholars also experience lunch time academic enrichment workshops.

## Daily Routines and Structures

### Induction

Induction sessions are organised for new pupils prior to their first term. New Fourth Form pupils come into School for a day in the Summer term before they join Culford and are given a tour of the School, spend time in their new House and have a session with the Head and the Deputy Head. There is also a programme of activities and some taster lessons. The induction programme for Lower Sixth Formers consists of a day of activities at school followed by three days of residential team building during “Freshers’ Week” in the Peak District. The rest of the induction for pupils is carried out in House by the Housemaster/mistresses and the tutor.

### Assemblies and Collective Worship

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

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

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

### Timetable

	Monday	Tuesday	Wednesday	Thursday		Friday		Saturday
08.30	Tutors	Tutors	Tutors	Tutors	08.30	Tutors	08.45	Houses
08.45	Period 1	Period 1	Act of Worship	Period 1	08.45	Period 1	08.50	Period 1
09.25	Period 2	Period 2	Period 2	Period 2	09.25	Period 2	09.25	Period 2
10.05	Period 3	Period 3	Period 3	Period 3	10.05	Period 3	10.00	Period 3
10.45	Break	Break	Break	Break	10.45	Break	10.35	Break
11.10	Period 4	Period 4	Period 4	Period 4	11.10	Period 4	10.55	Period 4
11.50	Period 5	Period 5	Period 5	Period 5	11.50	Period 5	11.30	Period 5
12.30	Period 6	Period 6	Period 6	Period 6	12.30	Period 6	12.05	Lunch
13.10	Lunch	Lunch	Lunch	Lunch	13.10	Lunch		
14.00	Tutorials	Tutorials	Tutorials	Tutorials	14.00	Tutorials		
14.10	Period 7	Period 7	Period 6	Period 7	14.10	Period 7		
14.50	Period 8	Period 8	Period 7	Period 8	14.50	Period 8		
15.30	Tea	Tea	Tea	Tea	15.30	House Assembly / Tea		
15.50	Activities	Activities	Activities	Activities	15.55	House Assembly / Tea		

					16.15	Pastoral Friday		
17.30	Buses	Buses	Buses	Buses	17.30	Buses		

Saturday sees five 35 minute periods before sports fixtures.

### Priorities

Monday	Senior Sport and Music
Tuesday	CCF /Outdoor Activities for F4, General activities L5-U6
Wednesday	Drama and General Activities
Thursday	Sports, Drama and Performing Arts
Friday	House Night and Scholars
Saturday	Competitive Sports Fixtures, Social Sports

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

### Registration

Registration takes place for all pupils at 08:30 and 14.00 each day, Monday to Friday inclusive and at 08:45 on Saturday. It is the responsibility of the Tutor to register his/her tutees at 08:30 and 14:00, and only in exceptional circumstances should anyone other than the Tutor register them. The Tutor will use this time to deal with tutorial academic, disciplinary or pastoral matters. Registration is not just a simple formality of ticking off names in the register but is an important point of communication.

Staff responsible for registration must register on the ISAMS system, marking the status of all pupils using the correct codes as indicated. Registers must be completed by 09.15 at the latest in the morning and usually by 14.30 in the afternoon. Pupils who are late to their tutor period or period seven should be registered late. Pupils who arrive later than 08.45 should go directly to Reception to register. They should then go immediately to their first formal commitment. Tutors need to monitor lateness and take action if it persists.

### Activities

Activities fall into the categories of Sports, Performing Arts, Academic Enrichment, Outdoor Pursuits and Recreation. The whole programme, including staffing and budget, is coordinated by the Assistant Head Co-curricular. All members of Common Room are expected to offer one activity evening per week to the programme, as well as staff CPD on Thursday and House Nights on Friday. In addition, they contribute one full day per term to the weekend programme. All contributions must be agreed by the Assistant Head Co-curricular.

Fourth Form and Lower Fifth pupils are expected to attend an activity four evenings per week. In the Upper Fifth they may use two evenings for private study and the Sixth Form up to three afternoons are required. The service afternoon of C.C.F or Outdoor Education is a compulsory requirement in the Fourth Form. If a pupil is attending a sports academy session 5-6 this does count towards their activity allocation.

On a Friday activity time is used for pastoral purposes, including regular tutorials, academic tutorials, House events and year group presentations, and Scholars seminars. It is part of the expected number of activities a pupil should attend.

Teachers are expected to complete their SOCS register within 15 minutes of an activity starting with either a present, authorised, or unauthorised absence. The sports administrator will follow up on any unauthorised absence and place the pupil in detention if they have not communicated their absence.

Both day and boarding pupils are encouraged to attend weekend activities. Details are advertised on SOCS sports and on the Culford website.

### **Combined Cadet Force and Outdoor Education**

Officer Commanding: Capt. Stephen Rhind. CCF or Outdoor Education is compulsory for Fourth Form and an option open to all members of the Senior School as part of the Service programme. The aim of the CCF is to promote teamwork, leadership, service to others and an understanding of the role of the Armed Forces. These aims are achieved through a variety of activities including military training such as drill, shooting, skill at arms, first aid, field craft and navigation; as well as adventure training such as rock climbing, kayaking and sailing. As cadets progress they may become Non-Commissioned Officers and help lead and instruct other cadets. There is an annual inspection and dinner as a celebration of the achievements of the cadets and NCOs and a thank you to all the members of the Armed Forces who assist us.

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

### **Outdoor Education**

A pupil in Fourth Form is able to select the outdoor education programme instead of CCF. Activities include, but are not limited to Archery, Mountain Biking, Paddle Sports, Orienteering, and Camp craft. The Outdoor Education programme provides an excellent foundation for the Duke of Edinburgh Award which commences in Lower Fifth.

Pupils will sample outward-bound trips at the same time as the CCF pupils which will include residential trips that are designed to develop teamwork, resilience, dynamism, flexibility and innovation. Pupils will camp, learn first aid, cooking skills and much more.

The Outdoor Education element is supported by common room staff and outdoor education specialists.

### **Community Service**

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

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

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

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

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

### **Lost Property**

Items of clothing left in the Sports Hall or other changing rooms will be kept at the Sports Centre. Named items will, as far as possible, be distributed to Houses. From time to time unclaimed items will be offered for sale, with proceeds going to the School's charity for the term.

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

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

### **School Council**

The School Council consists of representatives from each House and year and is chaired by the Head Boy and Girl. The Common Room representative is the Assistant Head Pastoral. The council meets twice a term and the executive of the council takes recommendations to the Head. The School Council is welcome to comment on all matters about which pupils might reasonably expect to see changes made.

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

### **Prefects**

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

responsibilities are entirely confined to their own House. The roles available to School Prefects are as members of the Quartet, Heads of Houses or as Chairs of the Sixth Form Committees.

### **Visibility and Approachability**

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

### **Sanctions and Praise**

Prefects must apply sanctions equally, giving a sense of fairness. Use of judgement and respect for the individual is important. They can issue a Non-Satis by emailing the Head of Sixth Form and asking them to register it on ISAMs. In the same way, they should make use of positive encouragement for good behaviour. The formal use of an email to tutors and Housemaster/mistress can help, but all encouragement of any example of positive behaviour is beneficial.

### **The Appointment Process**

The appointment process of Prefects is a positive reflection of the views of the School community; those who are appointed must be seen to be so on merit rather than partiality. The system of appointment consists of an application form, supporting statement and interview with the Head of Sixth Form a member of the Senior Leadership Team. In addition votes are collected from three electoral bodies: the year group from whom the Prefects will be drawn; the current Prefects in the year above; members of Common Room. The votes serve as information only. The selection committee is chaired by the Head of Sixth Form and comprises of Housemasters/mistresses, the Deputy Head, Assistant Head Pastoral, Head of Sixth Form and Head.

The total number of votes for each person applying for Prefect is counted by the Head of Sixth Form who presents to the selection committee the votes cast for each name. The selection body discusses the data presented and selects the final list for appointment. In all cases the final decision lies with the Head since Prefects are his appointments.

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

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

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



## Behaviour and Discipline

### General Policy

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

### General Values of Discipline

The guiding values at Culford School are those of fair-mindedness, hard work, enjoyment and treating others with proper respect and consideration. We also attach great importance to manners, good discipline, service to others and to caring for the School and external environment. We value both effort and achievement and we encourage every positive contribution that a pupil makes to the life of the Culford School community. Culford's Methodist tradition, a strong and clear feature of school life, provides a religious ethos which is tolerant, affording all pupils the opportunity to feel accepted and valued. The Governing Body is keen to maintain the School's traditions of openness, tolerance and understanding, and appropriate religious observance at Culford is regarded as integral to the stated aims and objectives of the school.

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

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

### Self-Respect

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

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

**Honesty:** The School community relies on each pupil being honest and truthful and showing a good example to others. Never cheat, steal or tell lies and remember that being found untruthful usually carries the greatest disgrace of all. If you find, or in some other way, come into

possession of money or property that does not belong to you, ensure that it is given back or handed to a member of staff as soon as possible.

### **Respect for Others**

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

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

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

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

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

### **Respect for the Environment**

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

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

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

### **Sanctions**

In addition to this section, please refer to the section on Sanctions for Sixth Form, as Sixth Form have a different framework to Fourth and Fifth Forms.

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

The Deputy Head oversees the Non-Satis, Catch-up and Detention framework, runs a Deputy Head Detention every Saturday afternoon, and in consultation with the Assistant Head (Pastoral) and/or Head of Sixth Form, makes recommendations to the Head regarding suspension level offenses.

**Non-Satis Report:** records dissatisfaction with work, behaviour, dress, attendance or punctuality. Teachers should also take appropriate action. The report, submitted on ISAMS, goes to a pupil's Housemaster/mistress, tutor, Head of Department, Assistant and Deputy Head.

**Academic Catch-up:** Held daily in the Library from 16:10-17:00 when the pupil does work for the subject which has requested this via ISAMS. Parents are notified via ISAMS.

**Academic Detention:** Held daily from 15:35-16:05 when the pupil does work for the subject which has requested detention. Parents are notified via ISAMS.

**Pastoral Detention:** Held daily from 15:35-14:05 when the pupil completes a suitable written task, set by the teacher who requested the detention. Parents are notified via ISAMS.

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

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

**Deputy Head's Detention:** Held on a Saturday, usually from 12:30 to 13:30, when the pupil will write an essay reflecting on the behaviour that led to the Detention. Pupils will have up to a week's notice and parents receive written notice from the Assistant Head Pastoral or Deputy Head. Permission will not be granted to postpone except for a School commitment.

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

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

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

Classroom discipline is primarily the responsibility of the teacher, backed in the first instance by the Head of Department. Tutors and Housemasters/mistresses must always be kept informed. House discipline is primarily the responsibility of the Housemaster/mistress and tutor team. Whilst Houses do not need to have precisely the same rules, there must be reasonable

consistency of approach. Issues involving pupils from more than one House are always referred to the Assistant Head Pastoral.

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

### **Investigation of Incidents**

Major incidents in the first instance are dealt with by the Assistant Head Pastoral, or the Head of Sixth Form and take the following form, and a similar approach recommends itself to Housemasters/mistresses at a lower level.

Where it states Assistant Head Pastoral, this could also be the Head of Sixth Form.

Pupils will be separated as soon as reasonably possible to prevent collusion or intimidation and detailed written statements will be taken from all pupils and teachers concerned. Pupils will be interviewed separately by the Assistant Head Pastoral, or on occasions by Housestaff. The interview will take place in front of a supporting teacher, usually the pupil's tutor or Housemaster/mistress. The Assistant Head Pastoral will seek to elucidate the matter through appropriate questioning with reference to any written statements taken, and will take careful notes with regard to answers given orally. The Assistant Head Pastoral will ensure that the pupil has all due chance to put their side of the matter clearly and fairly and without unreasonable pressure. The supporting teacher will listen as an impartial witness, not taking part in the interview. When invited, they may ask any questions they feel will benefit the pupil.

The Assistant Head Pastoral will type up all notes and copy them to the Head and Housemaster/mistress concerned. The Assistant Head Pastoral will consult with the Housemaster/mistress concerned, the Deputy Head and then make a recommendation to the Head if any sanction deemed appropriate.

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

### **Communication with Parents**

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

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

suspend a pupil, having been first given authority to do so by the Head, or in the Head's absence.

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

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

## **Rules**

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

### **Alcohol and Public Houses**

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

### **Alcohol at School Events**

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

Pupils in the Sixth Form will be allowed to consume alcohol provided by Culford School during a substantial meal under the supervision of members of Common Room. Members of Common Room organising or supervising such events should obtain approval of the Head at the planning stage and, having gained permission, discuss the event in detail with the Bursar. All such events must have a residential senior member of Common Room present to act as an emergency contact and additional support in the event of a disciplinary incident.

The event organisers must communicate the School policy on alcohol clearly to pupils. Under no circumstances may pupils bring any alcohol to a School event. Only pupils in the Sixth Form will be permitted to consume alcohol at a School event. Pupils will either be allocated drink tokens by organisers on arrival at the event or will be marked off a pre prepared list. The Lower

Sixth will receive no more than 2 drinks and Upper Sixth will receive no more than 3 drinks. Each drink allocated will be recorded and signed by supervising Common Room. The cost of drinks will be added to the School bill and be included as part of the event cost.

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

### **Drugs and Illegal Substances**

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

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

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

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

### **Smoking/Vaping**

No pupil may smoke at School or anywhere else whilst under the care of the school, whilst journeying to or from it, or bring cigarettes to school. A pupil in the company of smokers or smelling of smoke may be deemed to be smoking. First offence: a letter home from the Housemaster/mistress and an appropriate sanction. Second offence: Deputy Head's Detention and a letter home from the Assistant Head Pastoral or Deputy Head. Further offences are likely to lead to suspension.

### **Attendance**

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

If a day pupil is absent, reception must be contacted before 09:00 to explain the reason. If a day pupil arrives late, they should report to reception on arrival. If a day pupil needs to be absent briefly from school parents should inform the relevant Housemaster/mistress, 48 hours in advance. Requests for longer planned absences must be made to the Head, in writing, at least one week in advance. Holidays should not be organised in term time. Pupils should keep

term until the conclusion of the school timetable; the school can offer overnight accommodation to enable appropriate travel arrangements.

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

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

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

Any pupil who is late on two occasions without good reason will report for two breaks to their tutor. A third late offence will result in an Academic or Pastoral Detention. Subsequent lateness may result in a Deputy Head's Detention. Any pupil who fails to attend a lesson or activity without valid reason can expect to receive a Deputy Head's Detention. Any pupil who misses registration without good reason can expect a Pastoral Detention.

### **Bounds**

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

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

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

### **Cars**

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

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

Cars must be driven with courtesy and care. Cars may be driven only between the main school entrance and the car park at the start and end of the school day. Every exception must be authorised in advance by the Housemaster/mistress. The Park must on no account be used as a training ground for learner drivers. Permission will be withdrawn if any of these rules are not observed or if, in the opinion of the School, a pupil has acted irresponsibly in connection with the use of the vehicle.

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

### **ICT**

The School has a Data Protection policy and a comprehensive ICT policy on use of the Internet and email protocols. Pupils are required to comply with those policies on Internet and email use and parents' countersignature is required before use is made of the facilities. The full policy and fair use agreement can be found in Appendix 2 of this handbook

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

### **Mobile Telephones and Ear Phones**

Mobile phones can be used during registration periods, first break and lunch breaks to access on-line time-tables, during lessons but only if the teacher has planned a specific activity that cannot be carried out using a BYOD, in Common Rooms and in emergencies. Any use of a mobile phone should be discrete and not in public view.

Sixth Form can use mobile phones as personal music devices on the library mezzanine, but the phone must be hidden in a pocket and not used for any other purpose. School prefects may use mobile phones for prefect business, but this has to be carried out very discretely indeed and not in the locations outlined below.

The use of mobile phones in dining halls and the ground floor of the library is strictly prohibited. The taking of photographs or videos, or audio recording using a mobile phone is strictly prohibited, unless a pupil asks a member of staff for permission for a special purpose.

In addition, ear phones such as air pods should only be used in lessons and in the Library when needed to access a learning activity. Sixth Form can use ear phones in the Library on the Mezzanine for listening to music. Ear phones should definitely not be worn whilst walking around the school site.

If rules are breached, then a non-satis should be issued and escalation to detention when appropriate.

### **Dress**

All pupils must look smart, be appropriately turned out at all times and wear the correct School uniform during the School day. School uniform does not include items of clothing purchased for specific cohorts, such as House or ski trip hoodies.

Coats may be purchased from Schoolblazer or from another source. If bought from another source, it must reflect the style of the two coats available to purchase from Schoolblazer and



not have a logo. Coats that are puffer jacket in style are not allowed. New coats will be added to the Schoolblazer range from November 2023 and only coats purchased through Schoolblazer or the school will be permissible from September 2024.

Pupils are given the privilege of being allowed to wear games kit in lessons if they have an activity that requires them to be in games kit in that block of lessons. Lesson blocks are:

- Block One: Before school, periods 1 to 6
- Block Two: Period 7 to the end of the day 5 25

Those pupils that are in the Combined Cadet Force (CCF) will be allowed to be in CCF Uniform periods 7 and 8 on a Tuesday.

The style of all pupils' hair must be moderate enough to avoid attracting undue attention. In addition, no pupil must colour their hair so as to attract undue attention. Pupils with an inappropriate hairstyle will be required to have it re-cut or re-coloured and may be required to stay at home until it has been restored to a moderate style or colour.

All boys must be cleanly shaven each day, except Sixth Form, who may choose to return to school after a break with an appropriate style of facial hair suitable for a smart environment. Boys who arrive unshaven or with facial hair not deemed appropriate, will be sent to their matron to shave. Shaving materials will be kept by matrons for this purpose.

Girls may wear discrete make-up and nail varnish is not allowed except in the Sixth Form. Nail varnish removal materials will be kept by matrons for this purpose. If a girl wears a blouse without a jumper, she should wear suitable neutral underwear.

The wearing of jewellery is limited to:

- a simple chain with a discreet pendant suitable for a traditional office environment worn around the neck
- a single pair of earrings suitable for a traditional office environment worn by girls, one in each ear through the lowest part of the earlobe
- Sixth Form are allowed to wear a bracelet and a ring
- Sixth Form girls may wear subtle nail polish.
- No rings or bracelets may be worn by pupils from Fourth Form to Upper Fifth.
- No nail polish is allowed to be worn by pupils from Fourth Form to Upper Fifth.

Pupils can expect to have any unauthorised items confiscated and passed to their Housemaster/mistress.

Shirt Sleeve Order operates in the summer term when the Head authorises. Permission to go to Shirt Sleeve Order is sought by the Senior Prefects. Only uniform items may be worn and the aim should be to remain smart. Shirts should be tucked in and sleeves either fastened at the cuff or rolled neatly above the elbow. Shirts should be opened at the collar, unless a tie is worn. If the shirt is open at the collar, no t-shirt or undershirt should be visible at the neckline. A tie must be worn if a boy wears a blazer. No jumpers may be worn. Full uniform may still be required to be worn for official school occasions and visits.

Casual clothing, worn on some trips or by boarders in free time, must at all times be clean, discreet and in good repair. It must be reasonable, unprovocative and not cause offence or embarrassment to others. Military or paramilitary uniform, and T-shirts with offensive or suggestive lettering are not permissible.

Elements of official CCF uniform should not be worn as casual clothing, with the exception of School-branded t-shirts, hooded tops and fleeces.

Responsibility for appropriate dress for trips and visits lies with the members of the Common Room concerned. Full uniform is appropriate for formal occasions, when representing the school. Smart casual clothing, with no trainers or jeans, is appropriate for most visits. Casuals are appropriate on other occasions.

While staff may issue a Non-Satis on occasions for uniform violations where pupils are given the benefit of doubt, Pastoral Detentions are likely to be set on most occasions, as choosing to wear incorrect uniform is viewed as defiance. The Assistant Head (Pastoral) or Head of Sixth Form ruling on all matters regarding uniform and dress is final.

The full list of school uniform can be found in Appendix 1 of this handbook.

### **Prohibitions**

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

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

### **Sexual Behaviour**

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

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

### **Stealing**

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

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

## **Anti-Bullying Policy – Senior**

### **General Statement**

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

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

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

It should be read alongside:

- Preventing and Tackling Bullying – Advice for Head Teachers' (DfE 2017)
- Cyber bullying: advise for Head teachers and School Staff ( DfE 2017)
- Other related school policies – for example Equal Opportunities, Racial Equality, Behaviour and Discipline, SEN
- Teaching online safety in schools (DfE, January 2023)

### **Help Organisations**

- Advisory Centre for Education (ACE) 0300 0115 142
- Children's Legal Centre 0845 345 4345
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 020 7823 5430
- Parent line Plus 0808 800 2222
- Youth Access 020 8772 9900
- Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)
- Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk)

### **Action the School takes to Prevent Bullying**

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

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

Disciplinary sanctions reflect the seriousness of an incident of bullying and convey a deterrent effect.

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

Regular training is carried out by way of discussion in staff meetings to raise awareness of possible bullying, how this can be identified and measures that can be taken. Training supports staff understanding of the principles of the school policy, legal responsibilities, actions are defined to resolve and prevent problems, and the sources of support are available; where

appropriate, the school may invest in specialised skills to understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

### **How the School Deals with Bullying**

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

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

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

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

### **The role of pupils**

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

### **The role of parents**

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

#### **Signs parents can look for:**

- Not wanting to go to school or starts to truant.
- The child becomes shy, withdrawn and lacking in confidence.
- Having 'mystery illnesses,' nonspecific pains, tummy upsets, headaches.
- Arriving home with unexplained cuts/bruises or with clothing torn.

- Becomes frightened of walking to school. There may be a desire to change route or to go/return much later than usual.
- The child may become withdrawn, lacking in confidence and reluctant to meet other children.
- The pupil may experience personality changes e.g. irritable, withdrawn, tired, poor sleeping, weepiness, crying outbursts, loss of appetite, forgetfulness.
- The child may develop temper outbursts, abusive language or impulsive hitting out.
- Bed wetting and nightmares may start when a child is being bullied.

**What parents can do about bullying:**

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

**Cyberbullying**

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

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

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

**Sexual violence and sexual harassment**

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

Victims will be reassured that they are being taken seriously and that they will be supported and kept safe.

The School recognises that all parties involved, including victims, perpetrators and any other child affected by peer on peer abuse, will need individual support, which could come from any member of the pastoral team including peer counsellors, external agencies (including charities) and health care professionals. Children may not find it easy to tell staff about their abuse verbally and a report may come from staff overhearing a conversation. If staff have any concerns about a child's welfare they should act immediately.

## **Bereavement**

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

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

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

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

The coordinating Head will ensure that the Head, Chaplain and any Housemaster/mistress are aware. They will arrange a brief pastoral planning meeting as soon as possible. They will ensure that the School Office adjust ISAMS to avoid unintentional hurt, inform other relevant staff, and send a letter of condolence and flowers. The 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, social media 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/mistress, Deputy Head, Assistant Head Pastoral and the Chaplain. The passage of information should be limited to this group until a meeting has been convened to set in motion the following action framework:

<b>Head or designated person</b>	<b>Chaplain</b>
Notify the 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 Pastoral	Offer pastoral care to pupils, staff, parents
Arrange brief pastoral meeting as soon as possible to plan how information will be passed on	Liaise with other chaplain/church as appropriate
Notify as required:	

Other Culford Heads Senior Housemaster/Cadogan Housemaster School Office to adjust ISAMS Close colleagues Other relevant staff Parents Governors	
Send letter of condolence and flowers (The 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.

## Boarding and Tutors

### Allocation of Tutors to Houses

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

Information for all pupils is held on ISAMS. Special needs information and psychologists' reports are held by the Learning Development Coordinator who will make information available to tutors and Housemasters/mistresses as necessary. One-to-one discussions between new and old tutors/form teachers of certain pupils are advisable. The following are on ISAMS:

- Parents'/guardians' address(es), contact numbers and family circumstances. These should be checked at the beginning of each term and the School Office informed of any changes.
- MidYIS, YELLIS and ALIS CAT predicted grades; assessments, interim reports, tutor reports
- Internal and external examination results

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

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

### Monitoring a pupil's academic progress

The tutor is the key person in assessing a pupil's general progress and strengths and weaknesses in the academic field, using the following information: MidYIS, YELLIS and ALIS



predicted grades, target grades and regular assessments; beneficent, commendation and non-satisfactory notice through ISAMS, informal discussion with subject staff, weekly subject reports; the list of possible underperformers produced by the Assistant Head (Pupil Learning), end of term reports and examination results. If academic problems persist and further action is necessary, it is the tutor's responsibility to inform the Assistant Head (Pupil Learning) and Housemaster/mistress so that they have a clear picture of the situation. If and when academic warning letters need to be written following examinations, it is helpful for the Assistant Head (Pastoral) to know of any factors contributing to that set of results.

### **Pastoral care and pupil discipline**

Tutors should apply School rules at all times so that standards are maintained. They should respond quickly to behavioural concerns from teachers and academic concerns from teachers or pupils. Tutors should have knowledge of EAL and Learning Development issues. If particular guidance is available, such as a psychologist's report, the Learning Development Coordinator will ensure that this is available to the tutor and subject teachers. Where there are significant concerns about a particular pupil, the Housemaster/mistress will liaise with the tutor in calling a meeting of all relevant members of Common Room. The outcome of this meeting should be a Welfare Plan.

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

### **Liaison with parents**

Tutors are advised, as a matter of routine, to keep a record of any telephone conversations or correspondence with parents and to copy information on to HsMs and the Head's office. All tutors keep records of all tutees on an online recording system. Any requests from parents for pupils to miss school, other than for routine medical or dental appointments, should be passed on to the Head, who may delegate responsibility to the HsMs

### **Liaison with other staff**

The tutor is responsible to the HsMs. The tutor should establish a good relationship with parents of tutees but it is the Housemaster/mistress who will have more frequent telephone contact, especially if the pupil is a boarder. There must be good communication between the Tutor and HsMs. Tutors should act as a link for academic staff and should keep academic staff informed of information that may affect a pupil's performance in lessons.

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

Tutors will keep notes of regular tutorials and academic assessments on ISAMS with the expectation that notes are added at least fortnight.

## **General Policies for Teachers**

### **Absence**

#### **Illness**

When unable to attend School because of illness, teachers are required to inform Reception as soon as possible by telephoning and leaving a message, or via email ([Locums@culford.co.uk](mailto:Locums@culford.co.uk)). So that Reception can arrange supervision for the necessary periods, it is essential that contact is made before 08.00. The Head of the Department concerned should also be informed directly, giving details of work set, classes to be covered, etc. If illness extends beyond three days, it may be necessary for the Head of Department to arrange a special timetable, in conjunction with the Deputy Head. If a colleague is taken ill during the school day, he or she should contact Reception, the appropriate Head of Department, and the Deputy Head. Reception will then organise cover. Reception should email daily the Deputy Head a summary of teachers absent, and all teachers' lessons covered.

All lessons should be covered, except sixth form periods, which should be supervised and if possible taught by a member of the department, in the department, as organised by the Head of Department. Classes should not be sent to the Library.

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

#### **Trips/Events**

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

#### **Private Business**

If colleagues need to be off site during the school day for a brief period of time, they should check the locums list and, if not required, ensure that Reception is aware of their departure and anticipated return time. This can be done by telephone, email, or in person. This is important for safety reasons. For longer absences, the Head must be asked for permission with as much notice as possible. Once permission has been obtained, the Deputy Head and the Head of Department must be informed.

#### **Emergency Cover**

Teachers are allocated a certain number of cover slots in the week according to teaching load, to ensure that colleagues' classes can be covered when they are absent. Information regarding cover slots is emailed out to colleagues and can also be found on the iSAMS home page when logging on; it is important that colleagues check whether or not they have been allocated a

cover slot by one of these means before 08.30 each day. If colleagues are going to be absent or unavailable for an allocated locum slot it is essential that they inform Reception well in advance so that classes are not left unattended.

Colleagues supervising classes must always take a roll call and report absentees to Reception as soon as possible. On occasions it may be necessary to ask members of Common Room to cover classes that do not fall within their allocated slots. Colleagues may also occasionally be required to supervise examinations, although external cover is usually arranged. The locum rota is issued to all members of Common Room at the beginning of each year in their timetables.

### **Contact and Relationships with Pupils**

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

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

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

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

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

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

### **Invigilation**

At certain times of the year, for external, internal and entrance examinations, teachers will be required to invigilate. In normal circumstances this will entail a session of no longer than two

teaching periods. An invigilation timetable is produced well in advance of a particular examination period. Each member of Common Room will also receive a copy of the timetable via email. If a colleague is unable to invigilate in a particular period, he or she should, in the first instance, try to swap with another member of Common Room and subsequently notify the Examinations Officer.

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

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

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

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

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

### **Media Approaches**

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

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

## **PR and Social Media**

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

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

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

## **Private Tuition**

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

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

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

## **Tutoring**

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

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

## **Tutoring the Sixth Form**

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

- To coach their tutees to produce a high quality UCAS Personal Statement, guide them to apply to suitable courses and institutions and write a positive reference to support their applications.
- To attend Freshers' Week if required, subject to teaching commitments
- To help supervise various Sixth Form formal or social events
- To attend various events including: regular UCAS meetings, the Life After Culford event and Sixth Form Presentations and Interviews under the direction of the Head of Sixth Form
- To meet twice termly with the Head of Sixth Form to discuss Sixth Form matters
- To mentor students and their own tutees through the Culford Independent Research Project

## Appendix 1 Uniform

### Dress Regulations for Boys

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

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

#### Fourth Form and Fifth Form Boys

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

#### Sixth Form Boys

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

#### Boys' Sportswear

Rugby Shirt  
Rugby Shorts  
Games Polo  
Midlayer  
PE Polo  
PE Socks  
School Tracksuit (to be worn in assemblies, classroom lessons, Houses and Ashby)  
PE Shorts  
Games socks  
Cricket Shirt, trousers, sweater (buy for Summer term) A teams only  
School sports bag  
Swimming shorts  
Swimming towel  
Swimming hat

## **Dress Regulations for Girls**

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

### **Fourth and Fifth Form Girls**

Skirt	Culford Tartan
Shirt	Blue with revere collar
Jumper	Navy V-neck, long sleeved (logos are not permitted)
Blazer	School blazer
Scarf	School scarf
Coat*	At least ¾ length, single coloured, navy or black NO patterns or wording
Tights*	or pop socks or socks navy, black or flesh coloured NOT patterned
Shoes*	Black, polishable, classic style, 2 inch heels maximum (Ballet-style pumps are not recommended, as they are not suitable for Culford's environment)

### **Sixth Form Girls**

Suit*	Classic tailored suit or separates – dress, skirt or trouser suit
Shirt*	White or light coloured, plain, long sleeved, formal design with collar
Jumper*	Plain, long sleeved or no sleeved, round or V-neck (logos are not permitted)
Coat*	At least ¾ length, single coloured, navy or black NO patterns or wording
Shoes*	Black brown or blue, polishable, classic style, 2 inch heels maximum (Ballet-style pumps are not recommended, as they are not suitable for Culford's environment)

### **Girls' Sportswear**

Games Polo  
Navy skort  
PE Polo  
Midlayer  
PE Socks  
School Tracksuit (to be worn in assemblies, classroom lessons, Houses and Ashby)  
PE Shorts  
Games socks  
Cricket Shirt, trousers, sweater (buy for Summer term A Teams only)  
School sports bag  
Swimming costume  
Swimming towel  
Swimming hat

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

Shin Pads (Compulsory for Hockey)	Tennis Racket
Sports trainers	Hockey Stick
	Football boots (Only required if you play Football or rugby)
White ankle sports socks	Mouth guard (Compulsory: Cricket box Football)



## **Important Policies and Handbooks**

The following policies can be found on the school website

- Child Protection (Safeguarding)
- Complaints
- Whistleblowing
- ICT – Acceptable Use
- Bring your Own Device
- Footpaths
- Senior School Remote Learning
- JCQ Guide to Appeals Process
- Parents and Pupil Sports Handbook
- Boarding Handbooks
- Emergency and Medical Handbook

