



# Culford

## **Nursery and Pre-Prep** Educational Policies

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## 1. Curriculum

The academic ethos at Culford seeks to promote an engaging, inspiring and inclusive curriculum. It aims to adapt learn to suit individual learners and to best support them on their learning journey to reach their full academic and developmental potential no matter their starting point. The curriculum is designed to allow breadth and balance, as well as a degree of specialism. All pupils of compulsory age attend school full-time.

The curriculum is open and will be adapted to suit all children enrolled at Culford Pre-Prep and Nursery. We aim to create an inclusive environment, making reasonable adjustments within our means. Our aim to create a curriculum that encompasses an multisensory approach to learning, allowing flexibility to inspire and engage all.

### Curriculum Overview

Details of the timetable for each year group can be found on [the shared drive](#).

[Timetables and curriculum are shared with families via the termly Welcome Letters, sent out via Culford Post. There are various opportunities for parents to discuss and view the curriculum learning including but not exclusive to: Learning Showcases, Breakfast meetings and parent events.](#)

### Subject Leads

The role of the Subject Lead is pivotal in driving high standards and ensuring continuous improvement in teaching and learning within their designated subject. This includes monitoring progress, supporting staff development, and fostering a strong curriculum that enables all pupils to succeed.

### Key Responsibilities

#### 1. Curriculum Leadership

- a. Ensure the subject curriculum is broad, balanced, and in line with the National Curriculum.
- b. Maintain up-to-date curriculum maps, long-term plans, and knowledge organisers.
- c. Promote curriculum coherence by supporting progression in skills and knowledge across year groups.

#### 2. Monitoring and Evaluation

- a. Conduct regular book looks, planning scrutiny, and lesson observations to assess the quality of provision and progress.
- b. Use data analysis to identify strengths and areas for development across year groups and pupil cohorts.
- c. Provide feedback to staff and SLT based on findings, with actionable next steps.

#### 3. Data and Assessment

- a. Work with class teachers to moderate assessment judgements and ensure consistency and accuracy.
- b. Track pupil progress termly using the school's assessment systems and identify underachievement or gaps in learning.
- c. Develop and oversee intervention strategies where necessary.

#### 4. Staff Development

- a. Support and advise colleagues on best practice, subject-specific pedagogy, and curriculum delivery.
- b. Lead staff training sessions and provide bespoke support where needed.
- c. Share resources and exemplars to promote high-quality teaching and learning.

#### 5. Pupil Engagement and Enrichment

- a. Promote pupil enjoyment and engagement through themed days, competitions, trips, or visitors linked to the subject.
- b. Celebrate success and effort through displays, awards, or assemblies.

#### **6. Strategic Planning**

- a. Develop and annually review a subject action plan aligned with the School Improvement Plan.
- b. Set clear, measurable targets for improving outcomes and standards.
- c. Provide a termly report to SLT summarising progress, achievements, and areas for further development.

#### **7. Resource Management**

- a. Audit and manage subject resources effectively to support high-quality teaching.
- b. Make informed requests for new resources within allocated budgets.

### **Expectations**

Subject Leads are expected to be champions for their subject and role models of high-quality teaching. They should proactively seek professional development and stay informed of national and local developments in education related to their subject.

### **Learning Development**

#### **Raising concerns**

Regular Common Room meetings take place where staff are actively encouraged to share any academic and pastoral causes for concern across the curriculum to support a collaborative and supportive approach to all learners. If a concern needs to be passed to Head of Learning Development for support and guidance, this can be done via Cause for Concern form (found on the shared drive). Feedback from this is shared with the class teacher, the Head of Pre-Prep and Nursery, as well as discussion in SMT. Where appropriate and necessary this is also discussed with parents via an in person meeting.

The Graduated Approach

Behaviour Plans and Risk Assessments

Pupil Passports

Learning Environments

#### **Learning Development Lessons**

Learning Development (LD) Lessons offer support to children who require additional support beyond the support offered through quality first teaching, included and exclusive to adapted resources, reasonable adjustments and increased adult support within the lesson. LD lessons are embedded in a pupil's timetable and offered on a withdrawal basis, whilst being mindful of the wider curriculum. The Head of Learning Development ensures that statutory requirements and individual needs are met through the Learning Development policy.

Reporting

Referrals

SEN register

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

Each class teacher (including the Pre-Reception Lead) monitors the age and stage development of each child within their class. This includes developmental milestones (for example: fine and gross motor skills, social

interactions and speech and language) and academic achievement. This is monitored via internal and external tracking systems, overseen by the SMT and Head of LD.

### Pastoral Care and Pupil Discipline

The whole staff body regularly reinforce and promote the values upheld in our Pre Prep Promises. Any deviation from this is addressed in an age and stage appropriate manner, with positive reinforcement. Larger concerns or patterns are brought to the attention of SMT and Head of LD, who will act accordingly and inform the Common Room when necessary. If a child intentionally hurts another, an Incident Form is completed by the responding member of staff. This form is shared with the class teacher, a member of SMT and the parents. This is then stored on iSAMS.

### Liaison with parents

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

### Supporting EAL Learners

#### Purpose

To ensure all staff effectively support pupils with English as an Additional Language (EAL), promoting strong progress in both language and curriculum learning.

#### Key Expectations

- **Plan with Language in Mind:** Identify key vocabulary and language structures for each lesson. Use visuals, sentence starters, and modelling to support understanding.
- **Differentiate and Scaffold:** Adapt tasks to match language proficiency, using peer support, bilingual resources, and practical activities to ensure access for all.
- **Encourage Participation:** Use strategies like talk partners, visual cues, and structured questioning to help EAL pupils engage confidently in discussions.
- **Track Progress:** Use the school's EAL framework to assess and monitor language development alongside academic achievement.
- **Work Collaboratively:** Liaise with the EAL lead, share effective strategies, and attend relevant training to enhance your practice.
- **Celebrate Diversity:** Value and include pupils' home languages and cultures in the classroom. Maintain clear, inclusive communication with families.

All staff share responsibility for ensuring that EAL pupils are supported, included, and challenged across the curriculum.

### Supporting Gifted and Talented Pupils

#### Purpose

To ensure G&T pupils are identified early, challenged appropriately, and supported to excel.

#### Key Expectations

- **Identify:** Use assessment, observation, and performance to identify pupils with high academic or creative abilities. Share with the G&T coordinator.
- **Challenge:** Plan lessons that stretch thinking through open-ended tasks, higher-order questioning, and independent learning opportunities.
- **Extend:** Offer enrichment beyond the classroom—such as clubs, projects, or competitions—to develop strengths and interests.
- **Monitor:** Track progress regularly to ensure pupils remain engaged and challenged.
- **Inclusion:** Recognise potential in all pupils and promote a growth mindset and resilience in learning.

All staff are responsible for providing high expectations and meaningful challenge for G&T learners in their classroom

## Forest School – Outdoor Learning

### Purpose

Forest School provides regular outdoor learning experiences that build confidence, resilience, independence, and a love of nature. It supports children's holistic development and complements classroom learning.

### Key Aims

- Encourage curiosity, creativity, and exploration.
- Develop teamwork, problem-solving, and risk awareness.
- Support curriculum links, especially in Science, Literacy, Maths, and PSHE.

### Staff Responsibilities

- **All staff** should support and promote Forest School values.
- **Teachers** work with the Forest School Leader to connect outdoor learning to class topics.
- **Forest School Leaders** plan and deliver sessions, manage risk, and ensure inclusion and safety.

### Safety and Inclusion

- Activities are based on thorough **risk assessments**.
- Pupils are taught to manage risks and use tools safely.
- Forest School is fully **inclusive** and accessible to all children.

### Our Commitment

We value outdoor learning as a key part of our curriculum and are committed to providing enriching, hands-on experiences for every child

#### **4. Assessments** (to be read alongside the Assessment Policy)

Assessments in the Pre-Prep and at Culford Nursery take place throughout the year as outlined in the assessment timetable. The children are tracked against the objectives of the EYFS and National Curriculum often using the sub-divisions working towards the expected level, working at the expected level and working above the expected level. Children's assessments are recorded on internal and external tracking systems, compliant with the schools GDPR policies.

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

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

#### **Academic and Pastoral Rewards**

In the Pre-Prep and Nursery rewards are centred around positively reinforcement and are closely linked to our Pre-Prep Promises. Rewards include but are not exclusive to verbal praise, stickers, house points (and associated certificates) merits, citizenship awards and Head Teacher awards. There is a Friday celebrations assembly. Awards gained outside of school are shared and encouraged.

#### **Reports**

Reports are published via iSAMS. Pre- agreed template and language is used to guide the writing process. Reporting deadlines and schedules are shared an academic year in advance with the Common Room.

#### **Behaviour Expectations for Children within Culford Nursery and the Pre-Prep**

At our school, we aim to create a positive, respectful, and engaging learning environment. Staff are expected to consistently reinforce the following behaviour expectations for children throughout the school building:

##### **1. Respect for School Property**

Children should be encouraged to treat all school property with care and respect. This includes:

- Using furniture, equipment, and learning materials responsibly.
- Reporting any damage or issues to a staff member immediately.
- Avoiding defacing or misusing school resources, including books, displays, and classroom items.

##### **2. Personal Responsibility for Resources**

Children are expected to take responsibility for bringing in the necessary items to support their learning. This includes:

- **PE Kit:** Brought in on the required days, labelled and complete.
- **Musical Instruments:** Brought in on the correct day, ready for use and properly maintained.
- **Reading Diary/Homework:** Brought in daily, completed and signed as needed.

Staff should remind children and support parents in developing consistent routines that foster this independence.

### 3. Behaviour in Line with the Pre-Prep Promises

All behaviour should reflect the values outlined in our Pre-Prep Promises. These include:

- Being kind, helpful, and polite to others.
- Listening carefully and following instructions promptly.
- Taking turns, sharing, and showing empathy in interactions.
- Demonstrating honesty and integrity in words and actions.

Staff are expected to model and reinforce these behaviours through praise, discussion, and consistent expectations.

### 4. Maintaining Clean and Tidy Classrooms

Children should be taught and reminded to take pride in their learning environment by:

- Tidying up after themselves and helping with classroom jobs.
- Keeping their personal areas (desks, pegs, trays) neat and organised.
- Disposing of rubbish appropriately and using classroom bins correctly.

Creating a culture of shared responsibility for cleanliness and organisation supports a calm, productive environment for all.

### Liaison with parents

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

## 5. Feedback and Presentation Policy

### Rationale

Feedback helps the child to understand the next steps in their learning, to help develop their academic and pastoral understanding and providing children with autonomy. This could be in the form of written or verbal communication.

### Principles

Feedback should:

- be biased towards encouragement; positive marking and the inclusion of diagnostic comments, where appropriate, should be the norm;
- be completed by the teacher or LSA working with the children;
- will happen in a timely fashion
- always be such as to promote the highest standards of presentation;
- To be recorded in the applicable recording system

## Feedback Across the School

### General Feedback Expectations

- **Positive reinforcement** is encouraged through **house points, stickers, stamps, and verbal praise**.
- **Outstanding work** should be celebrated by sending the pupil to a senior teacher for praise and a **special sticker**.
- Pupils are expected to **correct work** where appropriate.
- **Self-assessment** strategies should be used regularly, including:
  - **Thumbs up / down / in the middle**
  - **Facial expressions or symbols** drawn on work to indicate understanding

### Phase-Specific Feedback Approaches

#### PPN (Pre-Primary and Nursery)

- Feedback is primarily **verbal** and given during or immediately after the activity.
- **Photographic evidence** of learning is collected in the **Learning Journey**.
- **Encouragement** is given through **stickers, stamps, and verbal praise**.

#### PPR (Reception)

- Marking is done **with the child**, both during the task and upon completion.
- Feedback is a **two-way dialogue**, balancing praise with challenge, sometimes using **teacher modelling**.
- **Targets** may be shared verbally using "Next time, try to...".
- Use of **photographic evidence** in the Learning Journey continues.
- Positive feedback includes **stickers, stamps, and house points**.

#### PP1 (Year 1)

- Work is marked **with the child present** for immediate feedback.
- Feedback includes **positive comments**, and **next steps**; use of **stickers, stamps, smiley faces, and house points**.
- Spelling corrections are limited to **non-phonetically plausible words**, written above or below the original.
- **Reversals** and incorrect **capitalisation/punctuation** are corrected appropriately.
- In **Maths**, ticks indicate correct answers; children are prompted to correct mistakes where necessary..

#### PP2 (Years 2 and above)

- Feedback is mostly **verbal during lessons**; written marking is done as soon as possible.
- Most pieces of work should have a **comment on learning outcomes, praise**, and where needed, a **step for improvement**.
- A variety of **rewards** (stickers, smiley faces, house points) should be used to maintain motivation.
- Select **spelling errors** are corrected.
- In **Maths**, ticks indicate correct answers; children are prompted to correct mistakes where necessary.

## Presentation

All children are actively encouraged to produce work to the best of their ability at all times. Children are asked to reflect upon a finished piece of work and adult will offer constructive and support to all ensure that all learning is completed to the child's best potential. High levels of presentation will also be encouraged in line with the child ability. All learning should have the date clearly visible and in maths children are taught to present numerals by placing one digit per square.

## Book Looks

Regular book looks will take place throughout the academic year in a range of subjects. This may be from other members of the common room including year group teachers, subject leads and the Head.

## Checking Reading Diaries

Class teacher and LSA's will always endeavour to check reading diaries daily. Recognising that this is a communication method between the school and home. Reading activities will be recording in their diaries. Informal communications may also be recorded in the diaries such as minor first aid and uniform reminder.

## iPad

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

Library

The Pre-Prep has a designated library, which is accessible for all children and staff to enhance their curriculum learning.

## 6. Daily Routines

### Assemblies and Collective Worship

Assembly is a very important part of the school day and we have one every day; one led by the school chaplain, singing practice, class assembly (Picture News), FBV assembly and celebration assembly where individuals efforts are recognized and celebrated.

## 7. Parent/Teacher Meetings

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

Comments must be frank and honest but should avoid being blunt. The tone should avoid over-personalisation; it is a professional discussion of performance and attitude, not about character. Comments should also be in line with the most recent report on that pupil, and with any reporting chits written on them.

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

- ability in relation to national year group expectations; quality of work in preps and tests;
- quality of presentation of work; punctuality for lessons and of work; participation in lessons;
- identification of particular strengths;
- identification of particular areas which need attention, and advice on how to address them;

- effort as well as achievement, especially if performance is weak.

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

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

## **8. Prep**

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

## **9. PSHE**

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

## **10. Spiritual, Moral, Social and Cultural (SMSC) Development Policy**

### **Definition**

At Culford Pre Prep, SMSC development is a whole-school priority. It is promoted through the curriculum, school ethos, positive values, and our Learning for Life programme delivered via the Jigsaw Scheme. This policy supports our commitment to valuing all children and staff equally.

### **Principles**

SMSC development is essential for pupils' growth and for society, helping children become responsible, engaged citizens of modern Britain.

It is embedded across the curriculum and closely linked to PSHE and Religious Studies, with a child-centred approach.

All staff contribute to SMSC through teaching methods such as discussion, reflection, pupil participation, and circle time.

Positive relationships among staff, parents, and governors are vital, based on respect and valuing each individual.

### **Promoting British Values**

Fundamental British values are integrated throughout school life via our vision, SMSC, PSHE, and weekly assemblies.

## **Spiritual Development**

Focuses on pupils' search for meaning, self-awareness, and understanding others. It is accessible to all, regardless of faith.

### **Aims:**

- Develop listening, reflection, imagination, and wonder.
- Foster confidence and the appreciation of human relationships.

## **Moral Development**

Encourages pupils to understand right and wrong, guided by conviction rather than sanctions, supported by our Pre-Prep Promises.

### **Aims:**

- Understand principles behind actions.
- Respect laws of England.
- Take responsibility for moral decisions.

## **Social Development**

Helps pupils become responsible participants in family, school, and community life, understanding the balance of rights and obligations.

### **Aims:**

- Relate positively and behave appropriately.
- Work cooperatively and show initiative.
- Respect democracy and the rule of law.

## **Cultural Development**

Develops pupils' identity while fostering understanding and respect for cultural diversity and traditions.

### **Aims:**

- Build pride in own culture.
- Respect and appreciate other cultures and British values.
- Respond positively to cultural events and experiences.

## **Summary**

SMSC development underpins all aspects of school life, equipping pupils with the values, knowledge, and skills to thrive personally and socially in a diverse society.

## **General Aims for Spiritual, Moral, Social and Cultural (SMSC) Development**

We aim to:

- Promote the spiritual, moral, cultural, mental, and physical development of pupils both in school and society.

- Prepare pupils for the opportunities, responsibilities, and experiences of adult life.
- Help pupils distinguish right from wrong, respect the laws of England, and understand the importance of the rule of law.
- Foster respect for public institutions, services, and active participation in democratic processes.
- Encourage respect and consideration for all, including protected groups (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity).
- Support each pupil to reach their full potential and develop individual strengths.
- Inspire a love of learning, enquiry, rational thinking, and perseverance.
- Promote independent learning and equip pupils with life skills for a changing society.
- Ensure continuity and progression in knowledge, skills, and understanding across the curriculum.
- Develop respect for religious and moral values, understanding of diversity, and challenge behaviours contrary to British values.
- Help pupils understand the world they live in.
- Foster responsibility, consideration, self-respect, and self-confidence.
- Promote positive relationships between home, school, and the wider community.

### **Assessment**

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

### **KS1**

Informal assessment is primarily through observation of pupil behaviour, the views that pupils express, and through discussion among staff. Their learning is recorded within class floor books, which the children can use to reflect on their learning.

## **11. Fundamental British Values Policy**

British values are promoted in all of what we do, during school assemblies, Religious Studies, Picture News and Personal, Social and Health Education (PSHE) / Learning for Life sessions. The values are also integral to our vision and values.

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

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

### **Being Part of Britain**

At Culford Pre-Prep & Nursery, we celebrate the rich diversity of our community alongside a strong appreciation of being part of Britain. We honor British traditions and customs throughout the year, such as the Harvest Festival in autumn, Christmas pantomime visits, and national events like Remembrance Day.

### **Teaching About Britain**

We explore what it means to be part of Britain through:

- **Geography:**  
Children learn about Britain's rivers, coasts, mountains, and its location within Europe and the wider world, enhancing their understanding of the country's physical and cultural landscape.
- **History:**  
Key moments in British history, such as the Great Fire of London, and important historical figures are studied to develop an awareness of Britain's past and heritage.

Through these experiences, pupils gain a broad and meaningful understanding of British identity, culture, and history.

## Democracy

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

An example of 'pupil voice' is:

- children are asked to respond and reflect on the teaching and learning they receive as well as make suggestions.
- School Council
- Voting for Charity Days, House Competitions and activities

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

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

## Promoting Understanding of Rules and Laws

At Culford Pre-Prep we actively promote the importance of rules and laws as part of our commitment to pupils' personal development and social responsibility.

## Key Principles

- Pupils learn that rules and laws exist to **protect, guide, and ensure fairness** within both our school and the wider community.
- At the **start of each school year**, every class reviews the **school rules** and agrees on class routines, helping to create a **safe and ordered learning environment**.
- Positive behaviour is reinforced through discussion, reflection, and shared values in **assemblies, classroom practice, and school-wide initiatives**.

## Teaching Approaches

The value of rules and laws is embedded through:

- **Pre- Prep Promises** displayed and used in classrooms
- **Assemblies** and behaviour discussions linking choices to consequences
- **Visits from community authorities** such as the police and fire service
- **RE lessons**, exploring moral codes and rules within different faiths
- **Cross-curricular learning**, promoting respect for rules in various contexts

Through these approaches, pupils develop an understanding of the **role of laws in society**, the **responsibilities of citizenship**, and the **importance of respect and accountability**.

## Individual Liberty and Mutual Respect

### Individual Liberty

At Culford School, we promote freedom of choice alongside clear boundaries to ensure pupils make safe, respectful decisions. Pupils are encouraged to express their views and beliefs within a supportive environment, with choices including:

- Learning tasks and challenges
- How they record their learning
- Participation in extra-curricular activities

Through PSHE and everyday practice, pupils learn to understand and exercise their rights and personal freedoms safely.

### Mutual Respect and Tolerance of Different Faiths and Beliefs

Our diverse school community is celebrated and respected. Tolerance, politeness, and mutual respect are central to our ethos and aim to prepare pupils for life in a diverse and interconnected world.

Pupils understand that respect must be shown to everyone, regardless of differences, and that their behaviour affects the rights of others. All members of our community are expected to treat each other with respect.

### How We Promote Understanding and Respect

- Religious Education, PSHE, and other lessons develop cultural awareness.
- English, Art, and Music explore global cultures.
- European Languages Day celebrates cultural diversity.
- Assemblies, themed weeks, displays, and noticeboards highlight different cultures.

Incidents contrary to these values, though rare, are taken seriously and handled in line with school policies.

## 12. Special Educational Needs (SEN) Provision

At Culford Nursery and Pre-Prep, we are committed to ensuring all pupils have access to a high-quality, inclusive education that meets their individual needs. Our SEN provision is guided by the principles set out in the SEND Code of Practice and implemented through a whole-school approach involving all staff.

### Quality First Teaching

Quality First Teaching (QFT) is the foundation of all support at our school. All staff are expected to provide high-quality, differentiated teaching that meets the diverse needs of learners. SEN support should not be seen as a substitute for QFT; rather, additional interventions should only be introduced when QFT has been fully utilised and there is evidence that a child is not making expected progress.

### Cause for Concern Referrals

If a teacher has concerns about a pupil's progress or learning that goes beyond typical classroom differentiation, they should complete a Cause for Concern form. This form is submitted to the Head of Learning Development, who will coordinate a review of the pupil's needs and determine appropriate next steps, which may include observation, further assessment, or short-term interventions.

### Graduated Approach

We follow the graduated approach (Assess – Plan – Do – Review) to identify, support, and monitor pupils with special educational needs. This cyclical process ensures that support is tailored to the individual and

responsive to change over time. Class teachers are responsible for identifying emerging needs and implementing appropriate strategies, in collaboration with the Learning Development team and families.

**Assess:** Gather evidence through observation, assessment data, pupil voice, and parental input.

**Plan:** In collaboration with the SENCo and relevant staff, set clear outcomes and decide on the support required.

**Do:** Implement the support, led by class teachers with input from Learning Development staff.

**Review:** Regularly evaluate the impact of support and adapt as necessary.

## Pupil Passports

For pupils receiving SEN support, Pupil Passports are used to summarise key information, strengths, needs, strategies that work well, and agreed targets. These are created collaboratively with the child, parents/carers, class teacher, and the Head of Learning Development, and are shared with all relevant staff. They help ensure continuity and consistency in practice and are regularly updated.

## Individual Education Plans (IEPs)

### **Purpose:**

Individual Education Plans (IEPs) are developed for pupils identified as requiring Special Educational Needs (SEN) support. The purpose of an IEP is to provide a structured and personalised approach to address a pupil's specific learning needs and to set out clear, measurable targets to support their educational progress.

### **Development and Implementation:**

IEPs are created in collaboration with the pupil (where appropriate), parents/carers, the class or subject teacher, the Head of Learning **Development and** any relevant external agencies. Each IEP will include:

A summary of the pupil's strengths and areas of difficulty

Specific, measurable, achievable, relevant, and time-bound (SMART) targets

Strategies and interventions to support progress

The roles and responsibilities of staff members involved

A review date (usually termly)

### **Review**

Process:

IEPs are reviewed regularly (typically once per term) to assess progress toward targets and to ensure that the support provided remains appropriate. Where progress has been limited, strategies and interventions may be revised. Where significant progress has been made, adjustments to SEN status may be considered in line with the school's graduated approach.

### **Record Keeping and Confidentiality:**

All IEPs are recorded and stored securely in accordance with data protection and safeguarding policies. Relevant teaching and support staff are informed of pupils' IEPs to ensure consistent and effective implementation. Information is shared with external professionals where necessary, with appropriate consent.

### **Transition and Continuity:**

When pupils move between year groups or educational settings, IEPs are shared with receiving staff or

institutions to ensure continuity of support and provision. Transition planning will be included as part of the IEP review where applicable.

### **Learning Development Lessons**

For pupils whose needs go beyond what can be addressed through QFT and regular in-class strategies, the school offers Learning Development Lessons. These are one-to-one, 30-minute sessions delivered by the Head of Learning Development and tailored to support specific areas of difficulty (e.g. literacy, numeracy, working memory, processing skills). These lessons are available at an additional cost to parents and are arranged in consultation with the SENCo and families. Their impact is reviewed regularly as part of the graduated approach.

### **GL Ready**

We use GL Ready assessments as part of our early identification strategy. These standardised assessments are administered:

On entry to the school from Reception, and again at the end of the Reception year for all pupils.

The assessments help us to highlight any emerging learning difficulties or developmental delays at an early stage. Results are reviewed by the class teacher, Head of Learning Development, and Senior Leadership Team to determine if any additional support, monitoring, or intervention is needed.

GL Ready assessments may be repeated as necessary in later years to track progress, provide comparison points, and inform the graduated approach. This proactive use of data allows us to identify needs early and provide timely support.

### **SEN Register**

Children who require support that is additional to or different from the standard differentiated curriculum may be added to the SEN Register following discussion and agreement with the SENCo and parents. Being on the register ensures coordinated support and regular monitoring through the graduated approach.

Important: A medical or psychological diagnosis (e.g. ASD, ADHD, dyslexia) does not automatically result in a child being placed on the SEN Register. Placement is based on the level and nature of educational need, not diagnosis alone.

### **Roles and Responsibilities**

**Class Teachers:** First point of contact; responsible for QFT, initiating the graduated approach and reviewing it termly.

**Head of Learning Development:** Oversees the SEN provision, supports staff in planning and reviewing interventions, manages the SEN Register.

**Support Staff:** Implement interventions and support pupils under the direction of the class teacher and the Head of Learning Development.

**All Staff:** Are expected to be familiar with pupil needs, engage with Pupil Passports, and contribute to inclusive practice.

### **13. Pupil Performance**

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

### **14. Supervision of children through the day Policy**

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

Ratios are followed carefully for EYFS and KS1 in accordance with the Government guidelines. Key pads are used on doors at all times. When children leave a building they are supervised at all times by a teacher or LSA.

#### **Breakfast Club (Larks)**

- Breakfast Club is supervised by designated staff, ensuring a safe and nurturing start to the day.

#### **Early Morning Supervision**

- A staff member is on the gate each morning to welcome parents and children safely into school.

#### **Play and Duty Rota**

- Supervision during playtimes and breaks is organised through a rota ensuring adequate adult presence.
- At least two adults are on duty to supervise children effectively.

#### **Indoor Supervision**

- Two adults are present in the school building during lesson times and transitions to maintain safety and support pupils.

#### **End of Day**

- The children are released directly to their parent/carer by their teacher or teaching assistant from the external doors. Where a person other than a parent or nominated person on the pupil information form is collecting a child we ask that the school is informed in good time.
- If children are not collected at the appropriate time they go into After School Care.

#### **After School Provision (Swifts and Owls)**

- After school care is provided under the supervision of trained staff, ensuring children's safety and wellbeing until collection, when they are signed out to their parent/carer or authorised adult.

#### **Clubs and Activities**

- Extra-curricular clubs and activities are run by staff members on a rota basis, with appropriate supervision maintained throughout.

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

The building doors are opened at 8:00am for all the other children – parents of PPR, PP1 and PP2 drop their children at the main gate. They are greeted by two members of the Common Room. Pre-Reception children are dropped at the Pre-Reception gate, they are also greeted by members of the Common Room. The children are then supervised by staff in one of the Pre-Prep classrooms or outside on the playing field until 8:20am.

This is a plan of the school day:

- 8.20am classrooms open
- 8.50am registration
- 8.50am lessons
- 10.30am snack and break time
- 11.00 am lessons
- 12.00pm lunch in the Weston Hall
- 12.30pm lunch playtime
- 1.15pm registration
- 1.15pm lessons
- 3:50pm end of school day for Pre-Reception
- 4:00pm end of school day for PPR, PP1 and PP2
- 4:00pm after school clubs supervised by members of the Common Room or Coaches with recognised qualifications, who have had a DBS check and completed all relevant Safeguarding training.
- 4:00 – 6:00pm after school care

### **Breakfast Club (Larks)**

#### **Times & Booking**

- Available Monday to Friday, 7:30am–8:00am.
- Parents must pre-book; there is **no additional charge** for sessions.

#### **Supervision & Location**

- Supervised by two members of the Common Room.
- Children eat in the Weston Hall and are supervised until 8:00am.
- A qualified first aider is always on site.
- Nursery-aged children are escorted to the toilet.
- 

#### **Provision**

- Breakfast includes cereal, toast, milk, or water.

#### **Behaviour**

- Behavioural expectations match those for the rest of the school day.

### **Staff Children**

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

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

## **15. After School Clubs and Care Policy (including EYFS children)**

### **Rationale**

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

### **Clubs Offered**

At the start of each term, all parents will receive a full listing of clubs via the online SOCS system. The range of clubs on offer can change from term to term and takes into account the cohorts and gender balance where possible. Activities may include: tag rugby, art, mindfulness, cricket,, construction, netball, performing arts and Forest School.

### **Joining Arrangements**

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

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

Some clubs may have a limited number of spaces therefore the places will be allocated on a first come first served basis

### **Start Dates**

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

### **Registration**

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

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

### **Attendance**

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

### **Absences**

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

### **Cancellation**

- Parents will be notified in advance of any sessions that need to be cancelled.
- If a session needs to be cancelled on the day itself e.g. due to the unexpected illness of the club leader, the school will notify parents by phone or email and the children will go into After School Care if their parents are unable to collect them.

- Should a session be cancelled at the last-minute, for example, due to adverse weather conditions, the club organiser will supervise the children until all children have followed the arrangements agreed with parents.

### Supervision and Safety

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

### Club Coaches

Some clubs are led by external coaches from the local area. All these coaches will be safer recruitment checked and added to the Single Central Register Managed by the HR Department. They are expected to attend child protection and safeguarding training. Coaches are made aware of fire, safety and behaviour expectations. The Head of Pre Prep reserve the right to withdraw a child from a club if inappropriate behaviour persists and parents will be informed.

### After School Care

#### Robins

**(4:00–5:00pm)**

For pupils who do not wish to participate in an after-school club or who would prefer a quieter end to the day, the Robins provision continues to offer a structured yet play-based session from 4:00 to 5:00pm in the Weston Hall. This provision has a focus on calm and purposeful activities such as colouring, construction, puzzles, and Lego, providing a relaxed environment at the close of the school day. Parents need to sign their child in by replying to the weekly Culford Post communication about Breakfast Club and After School Care. Parents may also telephone or email Fieldgate office to sign their child into ASC. The school encourages parents to ring before midday to ensure we can cater for their child. If a child is not collected at the end of school, the child is put into after school care and a charge will apply and the school will endeavour to contact parents/carers.

#### Owls

**(5:00–6:00pm)**

The Owls provision, which follows Robins from 5:00 to 6:00pm, is designed to offer a peaceful and restorative conclusion to the day. Held in the Weston Hall, this session includes a light tea served at approximately 5:15pm. Typical offerings include a savoury sandwich (e.g. ham or cheese), vegetable crudités, fruit, and yoghurt, with water and milk readily available.

Pre-booking for Owls is essential to ensure appropriate staffing and catering arrangements. Collection takes place from the Pre-Prep main double blue doors. A late collection charge will be applied for any pupils collected after 6:00pm.

Robins and Owls are run by the LSA's, along with other member(s) of the Common Room

If children have not been collected by 6:00pm, there is an extra charge applied. If children are left due to unforeseen circumstances, the Pre-Prep staff will hold onto that child until 6.20pm after which the child will be taken up to the Prep School boarding house and left with the member of staff on late duty.

Behaviour expectations are the same as in school time. The Head of Pre Prep reserve the right to withdraw the facility if a child displays persistent inappropriate behaviour and the parents will be notified.

## 16. Behaviour Policy

We believe that children develop positive behaviours when they experience:

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

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

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

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

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

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

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

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

We ensure a whole school consistent approach through

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

We will encourage positive behaviour through whole school strategies:

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

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

- verbal praise

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

Concerning behaviour may be addressed through the following means:

- Children may be given 'Reflection Time' - supervised separation from the rest of the class to consider their behaviour. This time is not sitting in an unsupervised area or in another classroom, it is giving the child an opportunity to reflect on their behaviour and to regulate their emotions.
- The class teacher will always be made aware of any incident regarding inappropriate behaviour and where necessary a member of SLT
- Depending on the nature of the inappropriate behaviour, staff may deem it necessary to refer the incident to the Head of Pre-Prep
- Teachers may request a meeting with a child's parents
- A behaviour plan will be created to support the child in their journey to regulate their behaviour/emotions in the Pre-Prep setting. This would be made in line with the relevant staff and shared with and signed by parents. It would be reviewed on a regular basis.

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

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

## 17. Anti-Bullying Policy – Pre Prep and EYFS

We are committed to providing a safe, nurturing, and inclusive environment where all children feel happy, valued, and respected. Bullying of any kind is unacceptable and will not be tolerated. We aim to prevent bullying through a whole-school approach based on kindness, understanding, and clear expectations.

For young children, bullying can be difficult to define. In our setting, we help children understand that bullying is:

- Hurting someone on purpose through words or actions,
- Happening more than once, not just a single mistake or disagreement,
- Making someone feel upset, frightened, or left out.

Bullying may include:

- **Verbal:** unkind words, name-calling, or teasing
- **Physical:** hitting, kicking, or pushing
- **Emotional:** excluding others, spreading rumours, or threatening behaviour
- **Online** (though limited at this age): unkind messages or images sent through digital platforms

We actively teach and promote kindness, empathy, and positive behaviour through:

- Daily interactions that model respectful relationships

- Learning for Life curriculum, Personal, Social, Health and Economic (PSHE) education and circle time
- Storybooks and role-play activities that explore feelings and friendship
- Clear school rules including the Pre-Prep Promises and routines that encourage cooperation and care
- Playground supervision and staff presence during all unstructured times

Children are encouraged to:

- Speak to an adult if someone is being unkind to them or to someone else
- Use kind hands and words at all times
- Be a good friend by including others and showing empathy
- Understand that it is brave and right to tell someone when something is wrong

All staff:

- Take any reports of unkind or bullying behaviour seriously
- Respond promptly and calmly to incidents
- Investigate what has happened in a developmentally appropriate way
- Support all children involved, including those displaying unkind behaviour
- Inform parents and carers as appropriate
- Record serious or repeated incidents and monitor any patterns
- Work with families to ensure a consistent and supportive approach

Support for Pupils:

- Children who have experienced bullying will be listened to, supported, and reassured.
- Children who have shown unkind or bullying behaviour will be helped to understand the impact of their actions and supported to make better choices.
- Class and group activities will reinforce messages of friendship, inclusion, and kindness.

We believe strong home-school communication is key. We will:

- Inform parents promptly of concerns
- Involve families in solutions and next steps

## 18. Discipline – Whole School

### General Values

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

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

### Self-Respect

**Appearance, behaviour and dress:** School uniform must be worn to and from School each day, during school hours and for other school activities. Your behaviour must be a credit to yourself and to the School, whether at School or elsewhere. Always consider the consequences of your words and actions. Never do something

you feel is wrong. You must be smartly turned out and in all other respects conform to the School's dress regulations.

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

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

### **Respect for Others**

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

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

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

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

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

### **Respect for the Environment**

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

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

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

### **Culford's Methodist Tradition**

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

### **Attendance**

All pupils are required to attend punctually: registration each day, assembly, meals, all lessons and routine extra-curricular activities, and to give priority to School engagements and meet commitments made by or for them. The school day ends at 16:00 on weekdays, however clubs and After School Care can continue until 18:00.

If a Pre Prep pupil is absent, parents must email the Form Tutor by 08:30 on the first morning of absence. Alternatively call the Pre-Prep reception on 01284 385412 or email [fieldgate@culford.co.uk](mailto:fieldgate@culford.co.uk) by 09:00.

If a day pupil arrives late, they should report to the office on arrival.

### **Dress**

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

### **Lost Property**

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

### **Induction**

There is an induction morning for new pupils joining in the next academic year and it also allows for current pupils to spend a morning in their next class. Should a new pupil arrive in the middle of the academic year, they are invited to spend an assessment day at the school and their parents are invited in for an induction meeting with the child's class teacher prior to their start date.

### **Registration**

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

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

### **Tours of the School and Visitors**

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

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

All visitors must be directed to and collected from reception desks in the Main school, Preparatory school and the Pre-Preparatory school. All visitors must sign in and sign out, and a visitor pass will be issued. Members of

Common Room should challenge strangers who are not wearing visitors' badges or who are not on a recognised footpath.

## **19. Missing Child Policy – Whole School Policy**

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

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

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

## **20. Bereavement Policy - Whole School**

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

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

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

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

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

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

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

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

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

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

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

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

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

<b>Head or designated Senior Teacher</b>	<b>Chaplain</b>
Notify the Senior School Head	Contact the family by telephone and arrange visit
Notify the Chaplain	Monitor family liaison and advise staff as required
Notify the Deputy Head and Assistant Head	Offer pastoral care to pupils, staff, parents
Arrange brief pastoral meeting as soon as possible to plan how information will be passed on	Liaise with other chaplain/church as appropriate
Notify as required: Other Culford Heads Senior Housemaster/Cadogan Housemaster School Office to adjust ISAMS Close colleagues Other relevant Staff Parents Governors	
Send letter of condolence and flowers(The Head will also send expressions of condolence)	
Make arrangements for wake	

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

## **21. Toilet Training and Nappy Policy**

### **Aim of policy**

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

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

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

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

### **SEN and inclusion**

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

### **Toileting and EYFS**

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

In Pre Reception we do not exclude children who may, for any reason, not yet be toilet trained and who may still be wearing nappies. We will:

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

### **Intimate Care in Key Stage 1**

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

## **22. Sun Protection Policy**

We are committed to ensuring the safety and well-being of all children while they are in our care. As young children are particularly vulnerable to sunburn and heat-related illness, this Sun Protection Policy outlines the steps we take to protect pupils from harmful ultraviolet (UV) rays during warmer months.

- Educate and protect pupils from overexposure to the sun
- Promote safe outdoor play during periods of hot weather
- Work in partnership with parents and carers to ensure consistent sun safety practices

### **1. Shade and Outdoor Play**

- Outdoor activities will be planned to avoid the peak sun hours where possible.
- Children will be encouraged to play in shaded areas during breaks and outdoor learning sessions.
- Staff will monitor heat levels and may shorten or adapt outdoor play during particularly hot weather.

### **2. Clothing and Hats**

- Parents are asked to ensure their child comes to school wearing appropriate school uniform for the weather.
- A named, Culford sun hat must be provided and worn during outdoor activities.
- Children without suitable hats may be required to play in shaded areas.

### **3. Sunscreen**

- Parents are encouraged to apply long-lasting, high-factor (minimum SPF 30) sunscreen to their child before school each morning during sunny periods.
- For children staying for longer periods (e.g., after-school provision), parents may supply a named bottle of sunscreen, which staff can support children to reapply, particularly in the EYFS.
- Staff will supervise and assist younger children in applying sunscreen where appropriate and in line with hygiene and safeguarding procedures.

### **4. Hydration**

- Children are reminded to drink water regularly, particularly in hot weather.
- All children must bring a named water bottle to school each day, which can be refilled as needed.

### **Education**

- Sun safety is reinforced through age-appropriate teaching, including class discussions, stories, and activities during the summer term.
- Children are taught the importance of protecting their skin and the role of sunscreen, hats, shade, and hydration.

We ask parents to:

- Apply sunscreen before school
- Provide a suitable hat and water bottle each day
- Supply a named bottle of sunscreen for reapplication if necessary
- Inform the school of any allergies or medical needs related to sun exposure or sunscreen products

### **Monitoring and Review**

This policy is reviewed annually or in response to updated health guidance. Staff remain vigilant during hot weather and adapt activities as needed to prioritise children's safety and comfort.

## **23. Forest Schools**

At Culford Pre-Prep, children benefit from regular Forest School sessions held within the school's extensive parkland. These sessions run throughout the year and follow the Forest School ethos, which promotes independent, imaginative learning through hands-on experiences in a natural environment.

Forest School is a holistic approach that supports emotional, social, spiritual, and physical development. It encourages children to take appropriate risks within safe boundaries, build confidence, and develop skills that support lifelong learning. Activities are child-led, with a strong focus on individual interests, and are designed to foster positive peer relationships and collaboration.

Forest School links closely with the Early Years Foundation Stage and National Curriculum areas of learning. All sessions are led by a qualified Forest School Leader and supported by at least two additional staff members. Sessions proceed in most weather conditions and are only cancelled in cases of extreme adverse weather. All relevant school policies apply during Forest School activities.

The Forest school leader will have the overall responsibility for:

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

### **Codes of practise for Forest School:**

#### **1. Boundaries and Expectations**

- Clear boundaries are agreed at the start of each session.
- Children may explore under supervision and are taught how to respond if separated using the "1, 2, 3 where are you?" call.
- Behaviour expectations align with whole-school values and are reinforced positively.

#### **2. Safe Play Guidelines**

- **Stones & Sticks:** Stones may be explored but not thrown. Sticks shorter than the child's arm may be carried; longer sticks must be dragged or carried between two.
- **Tree Climbing:** Allowed 1:1 with an adult, following safety checks. Adults must remain close but non-intrusive.

- Ropes & Strings: Children are encouraged to use these creatively; adults model appropriate knots.
- Transporting Materials: Children roll, drag, or lift objects safely. Correct lifting techniques are modelled.
- Digging: Permitted in designated areas only.

### 3. Behaviour and Inclusion

- Forest School supports self-esteem, independence, and collaboration.
- All children are respected and included regardless of background or ability.
- Clear, consistent consequences for unsafe or disruptive behaviour:
  - Verbal reminder
  - Time-out (2 minutes)
  - After three time-outs: miss next session and report to senior teacher
  - If behaviour causes danger: immediate removal, contact parents, and action plan put in place.

### 4. Safeguarding

- All safeguarding concerns follow Culford School's Child Protection Policy.
- Designated Safeguarding Leads are contacted for any concerns.

### 5. Equality and Diversity

- Forest School is inclusive for all children. Adjustments are made to ensure equal access and participation.
- Any discriminatory behaviour is addressed immediately and in line with school policies.

### 6. Health and Safety

- Children learn to assess and manage risks themselves, with adult guidance.
- Boundaries are re-established each session.
- Site is risk assessed each term and before each session.
- Forest School is cancelled in high winds or extreme weather.
- Appropriate clothing is required year-round (e.g. waterproofs, long sleeves, sturdy shoes, sun hats).

### 7. First Aid and Emergencies

- All staff are first-aid trained. A first-aid kit and water are taken to the site.
- In case of injury, the group is supervised calmly while the Forest School Leader assesses the situation and contacts the school or emergency services as needed.
- In the event of fire, a whistle is blown and evacuation procedures followed.
- If a child is missing, the group gathers at the log circle, a site sweep is conducted, and the school is notified after five minutes if the child is not found.

### 8. Hygiene

- Toilets are used before sessions; an emergency area is designated on site.
- Children wash hands before snacks; wipes and water are available.

### 9. Supervision and Ratios

- EYFS and KS1 ratios are strictly followed.

- Tool use is 1:1 and supervised by trained adults.
- Staff are positioned across the site for full visibility.

#### **10. Tool Use**

- Only trained children may use tools under adult supervision.
- Tools are handled safely, used in designated areas, and stored securely after use.
- Knives are kept in a locked container.

#### **11. Travelling to the Site**

- The Forest School site is on school grounds. Children are walked there by staff via a safe, designated route.

#### **12. Weather Conditions**

- Sessions occur year-round unless extreme weather or high winds make it unsafe.
- The Forest School Leader may shorten or relocate sessions for safety.

### **24. Important Policies**

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

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