

Culford

Prep School

Educational Policies

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1. Academic Behaviour

Pupil behaviour should never disrupt learning and teaching or bring the School into disrepute, on or off the School site, during or outside term time.

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

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

2. Attendance

All pupils are required to attend punctually: registration each day, assembly, meals, all lessons and routine extra-curricular activities, and to give priority to School engagements and meet commitments made by or for them.

If a day pupil is absent., parents must email the Form Tutor by 08:30 on the first morning of absence. Alternatively call the Prep reception on 01284 385383 by 09:00

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

If a day pupil needs to be absent briefly from school parents should inform the relevant Form Teacher, 48 hours in advance. Requests for longer planned absences must be made to the 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 or prep, a letter should be sent to their Form Teacher giving details and any medical advice. Parents should give clear instructions as to when a pupil is to be put back on games. Any day pupil who feels ill at School must report to Reception in the first instance, then the Health Centre who will telephone the parents and inform the Form Teacher and/or Housemistress as necessary.

Full detail can be found in the School Attendance Policy on the school website.

3. Registration

Registration takes place for all pupils at 08:20 and 13:30 each day, Monday to Friday inclusive. It is the responsibility of the Form Teacher (or Games taker on Wednesdays and Fridays) to register his/her pupils and only in exceptional circumstances should anyone other than the Form Teacher register them.

Form Teachers must register on the iSAMS system, marking the status of all pupils using the correct codes as indicated. Registers must be completed by 08:35 at the latest in the morning and usually by 13:45 in the afternoon. Pupils who are late to their Form period should be registered late. Pupils who arrive later than 08:35 should go directly to Reception to register. They should then go immediately to their first formal commitment. Form Teachers need to monitor lateness and take action if it persists.

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

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

4. Assessments

Informal assessments take place regularly in all subjects throughout the academic year. In addition to these, there are more formal assessments:

Standardised Assessments

During the course of the academic year, pupils undertake assessments standardised against national results. The first of these are the Cognitive Abilities Tests (CAT4) which take place within the first half term of the school year. These assessments measure pupil potential and can act as a benchmark against which classwork and internal formative and summative assessments can be measured.

In the summer term, Progress Tests are taken in English, Maths and Science. These measure year on year progress in each of the three subjects as well as how well pupils have progressed in relation to their potential (the CAT4 score).

Pupils also take Pupils' Attitude to Self and School (PASS) which helps inform how pupils feel about their learning and the teaching that they are receiving. This is usually taken in the Autumn and Summer Terms.

Other standardised tests may be taken as well, such as Lucid Rapid (for identifying dyslexia in pupils) and the New Group Reading Test (NGRT).

The Curriculum Coordinator, under the guidance of the Director of Curriculum administers and runs these assessments and will use the results from the assessments to determine, in conjunction with the Deputy Head and the Head of Learning Development, what further action will be taken regarding underperforming pupils and also help staff identify able, gifted and talented pupils.

Core Assessments

Internal Core Assessments are undertaken in English, Maths and Science at three points in the academic year. Progress is tracked across the course of the year within these three Core Subjects, and provide regular opportunities for staff to assess and measure progress and adapt or respond to any changes in pupil performance over the course of the year.

May End of Year Assessments

The May End of Year Assessments takes place in the last week and a half of the first half of the Summer Term. Heads of Department in English, French, Geography, History, Mathematics, Philosophy and Religious Education, Science and Spanish submit information regarding length of assessments as well as assessment papers to the Director of Curriculum by the end of the Spring Term. The Director of Curriculum, along with the Curriculum Coordinator, will proof-read and moderate the papers, ensuring that they are suitable for pupils. They will also ensure that these are printed and ready for collection at the start of the Assessment period.

Each assessment room will be furnished with a prominently-placed clock, useful stationery and instructions to invigilators. Assessments will be timetabled and conducted in an age-appropriate manner. Access arrangements will be offered where appropriate. Teachers invigilating assessments should comment on the use of extra time by EAL and LD pupils as appropriate.

Assessment and Reporting Policy

Attainment descriptors, learning behaviour descriptors and written comments (including targets for improvement) are placed on iSAMS during the academic year. Here is the overview for these over the academic year

Year overview

Cohort	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Lower 1st	Welcome meet and greet Settling in Parents' Meeting Assessment Descriptors	Form Teacher Meetings	Assessment Descriptors	Form Teacher Meetings Assessment Descriptors	Assessment Descriptors Assessment results and Report Games/PE Report
Upper 1st	New pupil form teacher meeting Assessment Descriptors	Form Teacher Meetings Games/PE Report	Assessment Descriptors	Assessment Descriptors Form Teacher & Games/PE Meetings	Assessment results and Report Games/PE Report
Lower 2nd	New pupil form teacher meeting Assessment Descriptors	Assessment Descriptors Parents' Evening to include Games/PE	Assessment Descriptors	Report Games/PE Report	Assessment results and Report Games/PE Report
Upper 2nd	New pupil form teacher meeting Assessment Descriptors	Report Games/PE Report Parents' Evening to include Games/PE	Assessment Descriptors	Assessment Descriptors	Assessment results and Report Games/PE Report
Lower 3rd	New pupil form teacher meeting Parents' Evening to include Games/PE Assessment Descriptors	Games/PE Report	Assessment Descriptors	Assessment Descriptors Parents' Evening to include Games/PE	Assessment results and Report Games/PE Report
Upper 3rd	New pupil form teacher meeting Assessment Descriptors	Report Assessment Descriptors	Parents' Meetings Assessment Descriptors	Games/PE Report	Assessment results and Report Games/PE Report

Assessment Descriptors

Specific deadline dates are published at the beginning of each term and for 2025/26 can be found in the school's shared Assessment folder along with more specific information about attainment and learning behaviour descriptors and reporting. Attainment descriptors and learning behaviour descriptors ('Assessment descriptors') should be objective, realistic and valid. They should be based on a number of pieces of work, some of which should have been assessed under test conditions. Assessment descriptors are outlined in the following section and must be followed prescriptively. For consistency, the same descriptors are used for end of term reports. If two teachers share a class both should input separate assessments.

Subject teachers are responsible for ensuring that a complete set of assessment descriptors have been stored on iSAMS to the deadline for every class they teach. After the deadline, form tutors check all assessment descriptors for errors and contact relevant teachers so that amendments can be made.

All assessment descriptors are published on the Parent Portal.

Reports

Pupil reports are produced by teachers and submitted to iSAMS as per the previous table. Updated reporting guidelines are published each year and can be found on the Reporting Schedule document. All reports are published on the Parent Portal.

Assessment Criteria and Descriptors

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

Attainment:
'Expected level' *the level of knowledge skills and understanding, that a student is anticipated to reach at their age and stage in their education*
Working towards the expected level
Working at the expected level
Working above expected level
Learning Behaviours:
Shows engagement with their learning
Meets the behavioural expectations of the lesson
Learning tasks are completed to the best of their ability
Prep or CRIS are completed to the best of their ability
Learning Behaviour Descriptors
Would like to see more of
Usually
Always
Goes above and beyond
N/A (only for last learning behaviour in subjects where there are not opportunities to complete Prep)

Departmental Audits

During annual departmental audits as part of the School's Performance and Development process, Heads of Department review and reflect on the previous year's performance and pupil results. Targets are agreed and reviewed on an annual basis. This information is inputted into the Academic Spotlight which highlights any pupils underperforming or excelling in the curriculum and is used to inform teachers' planning.

5. Classroom Behaviour and Routines

Core principles for learning behaviour are as follows:

- Pupils are expected to be punctual; if late they should apologise and explain.
- Pupils should bring all necessary equipment to lessons.
- Pupils should wait to be invited into a classroom and line up outside the classroom in an orderly fashion.
- Pupils should not stand if another teacher enters a classroom; they are to continue working. They should stand for visitors or the Head, however, to show courtesy.
- For Lower Prep, Prep Planners should always be used to record prep.
- Pupils should use their Google Classroom calendar to keep track of prep due dates.
- Pupils who need to miss lessons must ask permission of the teachers concerned. Pupils must catch-up with any relevant work under the guidance of the teacher.

6. Curriculum

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

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

The Curriculum Model

There are 56 periods over the two week timetable. Each period is sixty minutes long in duration. Lessons begin at 08:45 and finish at 16:15. Extra-curricular activities are on offer from 16:25 (Sport) or 16:30 (Prep School) every day of the week. Prep or 'Catch-up, Reading and Independent Study' (CRIS) is set every night according to year group timetables. CRIS is timetabled for all year groups on Wednesday evening.

Curriculum Overview

Each year group's curriculum maps are available on the school website in the parent zone.

Core and Foundation Subjects

The Prep School follows an enhanced curriculum which is broadly based on the National Curriculum. Curriculum Overviews can be found in the Planning folder on the school's Shared Drive and the school website. For a breakdown of individual subjects studied, see below in the 'Classes Overview' section.

Supporting Students Requiring EAL

Lessons are conducted in English; where English is not a pupil's first language, we are satisfied at the point of entry that the pupil will be able to cope with the teaching provided in line with their aptitude and our EAL support framework (see the EAL policy) and expanded on below. On occasions, under consultation, this is not the case and pupils will follow an Induction or Language and Culture Immersion Programme which offers a different focus as well as additional lessons and support for a short period of time.

Supporting Students who are on a Learning Development programme

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

Classes Overview

First Form

Pupils study the following broad range of subjects with either a class teacher or a specialist in the subject: Art; ICT; English (Literacy); French; Humanities (Geography; History; Philosophy & Religious Education); Mathematics; Music; Science and Spanish. There is also a weekly Learning for Life lesson. There are also two Games sessions and a PE lesson each week.

Second Form

Pupils study the following broad range of subjects with either a class teacher or a specialist in the subject: Art; Design and Technology; Drama; ICT; English; French; Geography; History; Mathematics; Music; Philosophy & Religious Education; Science and Spanish. Pupils are set for Mathematics and English in Upper Second only. There is also a weekly Learning for Life lesson which usually includes individual pupil

tutorials. There are also two Games sessions and a PE lesson each week.

Third Form
Pupils study the following broad range of subjects with either a class teacher or a specialist in the subject: Art; Design and Technology; ICT; Drama; English; French; Geography; History; Mathematics; Music; Philosophy & Religious Education; Science and Spanish. Pupils are streamed for all subjects except Maths and Science, in which they are set, and Games. There is a weekly Learning for Life lesson which usually includes individual pupil tutorials. There are also two Games sessions and a PE lesson each week.

ICT, Drama
ICT is very much embedded across the curriculum in the learning/teaching of all subjects and all pupils have one ICT lesson each week. Additionally, all pupils use their own laptop or tablet to support and enhance their learning experience. Drama is taught as a discrete subject and experienced through English, other subjects and as a co-curricular activity.

Literacy and Numeracy
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.

Learning for Life
Personal, social, health, citizenship and economic education (PSHCE) is integral to everything pupils experience here at Culford, where the focus is on the holistic development of the individual.
Culford runs a Learning for Life curriculum across the whole school, which incorporates the PSHCE provision as well as the statutory RSHE guidance most recently updated by the DfE in 2025 for implementation from September 2026.

The Learning for Life and academic programme is open to all pupils. We aim to create an environment where all pupils are stimulated to learn and to pursue both a full general programme of education and their own specific interests. Pupils are well prepared for the opportunities, responsibilities and experience of Senior School life via, for example: our breadth and choice of curriculum; learning and teaching; co-curricular and pastoral programmes; Learning for Life curriculum / assemblies.

7. Daily Routines

Assemblies and Collective Worship
Each term begins with a Head's Assembly.

Once a week there is a Collective Worship assembly with notices, led by a rota of the SMT and Common Room. As part of this event, there is also a whole school Celebration Assembly after Collective Worship. This provides an opportunity for SMSC support, individual drama opportunities and to raise awareness of charitable causes. Sometimes, there are also Instrumental Showcase assemblies to promote the learning of musical instruments and participation in musical activities. These Assemblies will take place either in Centenary Hall or where appropriate, live streamed or pre-recorded to the whole school. They will also include Celebration Assemblies where the achievements of the pupils inside and outside of school are celebrated.

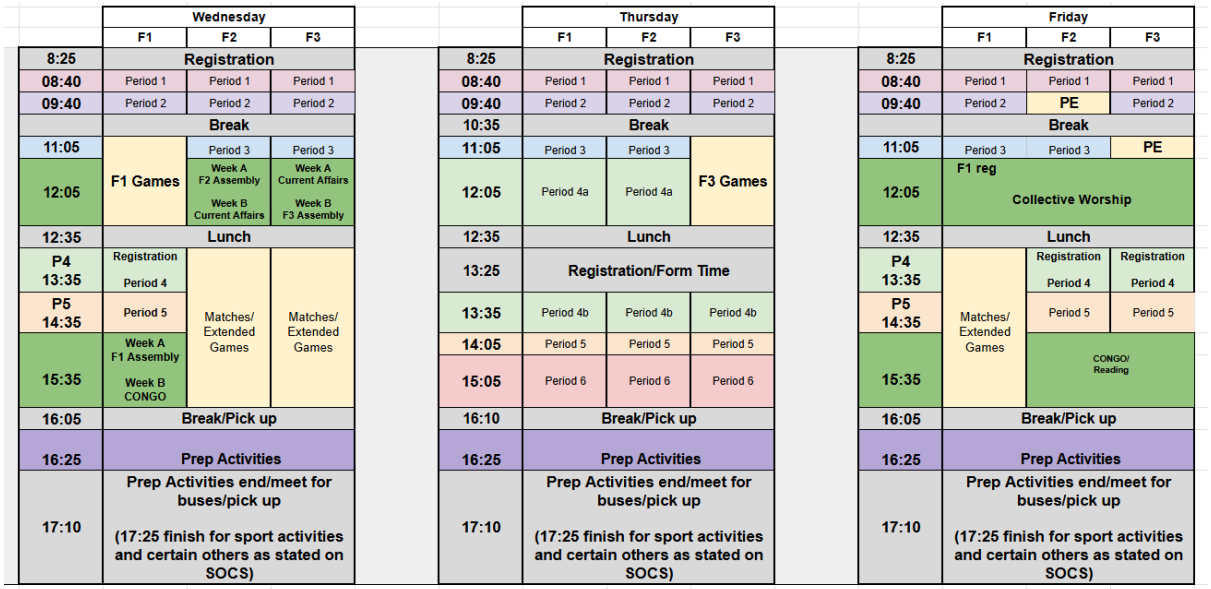
In addition to this, each half of the school will attend St Mary's Church at least once a term, to celebrate particular liturgical events, and this will be led by the school Chaplain. Once a week, usually on a Wednesday, 'Picture News' is led by Form Tutors and engages pupils with current affairs and also links in with relevant SMRC and FBV topics as well as the Learning for Life Curriculum.

Activity House Assemblies and Hymn Practices take place regularly, usually on Tuesdays, Thursdays and Fridays. Activity House Assemblies are an opportunity for the Activity House to gather together and celebrate House and individual achievements and prepare for events and competitions throughout the year. Hymn Practices enable the school to develop its collective singing, usually in preparation for expanding hymn repertoire in Collective Worship.

When there are no assemblies, there is Form time. During these periods, personal pupil organisation will be monitored and supported and some aspects of the Learning for Life curriculum may be followed up.

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

	Monday			Tuesday		
	F1	F2	F3	F1	F2	F3
8:25	Registration			Registration		
08:40	Period 1	Period 1	Period 1	Period 1	Period 1	Period 1
09:40	Period 2	Period 2	Period 2	Period 2	Period 2	Period 2
10:40	Break			Break		
11:05	Period 3	Period 3	Period 3	PE	Period 3	Period 3
12:05	Period 4a	Period 4a	Period 4a	Period 4a	Period 4a	Period 4a
12:35	Lunch			Lunch		
13:25	Registration/Form Time			Registration/Form Time		
13:35	Period 4b	Games	Period 4b	Period 4b	Period 4b	Period 4b
14:05	Period 5		Period 5	Period 5	Period 5	Period 5
15:05	Period 6	Period 6	Period 6	Period 6	Period 6	Period 6
16:05	Break/Pick up			Break/Pick up		
16:25	Prep Activities			Prep Activities		
17:10	Prep Activities end/meet for buses/pick up (17:25 finish for sport activities and certain others as stated on SOCS)			Activities end/meet for buses/pick up (17:25 finish for sport activities and certain others as stated on SOCS)		



	Wednesday		
	F1	F2	F3
8:25	Registration		
08:40	Period 1	Period 1	Period 1
09:40	Period 2	Period 2	Period 2
	Break		
11:05		Period 3	Period 3
12:05	F1 Games	Week A F2 Assembly Week B Current Affairs	Week A Current Affairs Week B F3 Assembly
12:35	Lunch		
P4 13:35	Registration Period 4	Matches/ Extended Games	Matches/ Extended Games
P5 14:35	Period 5		
15:35	Week A F1 Assembly Week B CONGO		
16:05	Break/Pick up		
16:25	Prep Activities		
17:10	Prep Activities end/meet for buses/pick up (17:25 finish for sport activities and certain others as stated on SOCS)		

	Thursday		
	F1	F2	F3
8:25	Registration		
08:40	Period 1	Period 1	Period 1
09:40	Period 2	Period 2	Period 2
10:35	Break		
11:05	Period 3	Period 3	
12:05	Period 4a	Period 4a	F3 Games
12:35	Lunch		
13:25	Registration/Form Time		
13:35	Period 4b	Period 4b	Period 4b
14:05	Period 5	Period 5	Period 5
15:05	Period 6	Period 6	Period 6
16:10	Break/Pick up		
16:25	Prep Activities		
17:10	Prep Activities end/meet for buses/pick up (17:25 finish for sport activities and certain others as stated on SOCS)		

	Friday		
	F1	F2	F3
8:25	Registration		
08:40	Period 1	Period 1	Period 1
09:40	Period 2	PE	Period 2
	Break		
11:05	Period 3	Period 3	PE
12:05	F1 reg Collective Worship		
12:35	Lunch		
P4 13:35		Registration Period 4	Registration Period 4
P5 14:35	Matches/ Extended Games	Period 5	Period 5
15:35		CONGO/ Reading	
16:05	Break/Pick up		
16:25	Prep Activities		
17:10	Prep Activities end/meet for buses/pick up (17:25 finish for sport activities and certain others as stated on SOCS)		

8. Differentiation

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

Planning for Differentiation

There are six steps to consider:

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

2. Priorities within the Curriculum
   Clearly defined objectives are required. These should be short-term and achievable.

3. Matching
   The needs of the individual child must be matched to the teacher's delivery.

4. Ensuring Access to the Curriculum
   Teaching methods must take into account individual responses to learning.

5. Evaluating Lessons
   This is crucial planning and consideration should be given to the impact of learning on the pupils:
   a. What did I do?
   b. What did the children do?
   c. What did I learn?
   d. What did the children learn?
   e. What will I do next?

6. Record Keeping
   This is important for assessment and celebrating success.

In addition, the following areas need to be considered:

- Presentation of notes and handouts must be of the highest standard. Where appropriate, coloured paper versions of resources should be provided for pupils who will benefit from these.
- Resources must be easy to follow and the reading level must match the pupils they are designed for.

- In some areas marking and feedback should value differentiation in outcome.
- Prep work should be set to reinforce or prepare for learning. The amount, and nature, of the prep set should take into account the needs of individual pupils.
- The maturation level of the pupils should be considered.

7. Educational Equipment

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

- Pencil case containing suitable handwriting pen or biro, pencil, eraser, pencil sharpener, ruler, Pritt Stick, protractor, a pair of compasses, highlighter; a clear pencil case is needed for examination use
- A personal laptop with the capacity to access Wi-Fi.
- Third Form pupils should have a Casio scientific calculator.

If pupils do not arrive with the above items for their academic studies or need extra items whilst at school, supplies will be provided and added to the termly bill. In some circumstances, departments also provide subject-specific items, to enhance organisation, and these will also be added to the termly bill. These items are ordered in bulk with very favourable discounts.

Text Books

Most textbooks are supplied by the School. However, parents will be billed for some text books if they are unable to be used again, for example:

- They have been handed out in good condition but returned in an unusable state;
- They have been annotated for learning or revision purposes;
- Planners which are given out to Lower Prep pupils at the beginning of each academic year. Third Form pupils will have their planners digitally on their Pastoral Hubs

Any pupil leaving Culford is expected to hand in all their textbooks, preferably as each subject is finished. In cases where pupils will be expected to annotate directly onto a textbook or teaching book, such as in English, this resource will need to be purchased. Instructions regarding this will be led by subject specific teachers and communicated accordingly to parents. Pupils are also expected to hand in text books if requested to do so by individual Heads of Departments. It is the responsibility of the Head of Department to record what has or what has not been handed in and subsequently pass on to the Finance Department details concerning charging.

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

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

8. 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 EAL 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 EAL folder on the Shared Drive.

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. Pupils also have the huge challenge of adapting culturally and this will take time.

International Pupils

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

Reading

EAL pupils are likely to read more slowly than native speakers. They need time to look up unfamiliar words in their dictionaries and online. It is important that they read for general understanding to get an 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 initial reading before asking for particular details, and by reassuring them that they do not always need to understand every single word. If there are many unfamiliar words in a particular text, it may help if we underline the key words, provide a glossary or adapt materials to incorporate DARTS (Directed Activities Relating to Text) as explained more fully in the INSET materials referred to above. It is helpful to provide them with photocopies of material to be read so that they can highlight key points.

Writing

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

Listening

Because our pupils have the opportunity to listen to spoken English every day, they usually become good at understanding what they hear; however, they find it very difficult to write down what they hear with any degree of accuracy. If material is delivered via an online 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: do not talk too quickly or too much; repeat the key points and avoid dictating notes; write the prep on the board and record it, with a due date, on Google Classroom. We should all be aware of our own speech, bearing in mind that pace of delivery, volume and accent, as well as colloquial expressions, 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. However, 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 international 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.

9. Feedback and Marking

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

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

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

Feedback may include:

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

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

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

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

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

✓ for positive comments and reflections

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

T to show a working target

Frequency of Marking

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

Grades or Marks

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

Return of Marked Work

Work handed in should be marked promptly and returned to the pupil at the earliest available opportunity. Teachers should plan-in time during lessons for pupils to respond and act on feedback

generated. Pupils should use a purple pen to edit and improve their work in response to the feedback given.

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

Learning Review
Head of Departments regularly monitor evidence of learning in Google Classroom, exercise books and files to review organisation, progress, attainment, assessment and other components of learning/teaching. Evidence of learning is reviewed against a set of standards based on ISI guidelines. Members of SMT also conduct an annual learning review across all subjects and year groups. Pupils' learning will also be reviewed as part of termly learning observation programme and both of these processes will be used to inform the appraisal process.

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

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

We believe that when effective learning and teaching occurs:
- Pupils demonstrate high levels of enthusiasm; are focused and productive
- Pupils display a thirst for more, spark of curiosity, inquisitiveness
- Pupils ask probing questions
- Pupils are able to self-select the right skill or knowledge required
- Pupils understand their current level of attainment and what they need to do to improve
- Pupils are able to work independently, and demonstrate resilience
- Pupils are all participating and well behaved.

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

Assess the learning
Teachers assess to track progress and to inform future planning and teaching. Feedback is given so that pupils can act on it in order to make progress over time. For this to happen:
- Teachers need a secure overview of the starting points, progress and context of all.
- Feedback, verbal or written, should be delivered in a way to ensure that pupils are clear about what they must act upon.
- Marking and feedback must be regular, meaningful and relevant.

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

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

Teach

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

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

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

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

11. Learning for Life

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

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

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

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

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

12. Sex and Relationship Education (RSE)

RSE forms part of the formal Personal, Social and Health Education programme which is delivered through the school's Learning for Life Curriculum.

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

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

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

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

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

13. Library

The Prep School Library is open throughout the school day from 08:00-18:00. Individual pupils may use the Library during lesson time with the approval of their teachers. Class use of the Library for research is encouraged and should be arranged with the Librarian. Some lessons are timetabled in the library and these should not be disrupted. The Library has seating for twenty-four pupils.
The Library offers a comprehensive range of print, electronic and audio-visual resources as well as fiction for all age groups and ability levels. There are subject specific resources lists to extend pupils' reading and learning.

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

14. More Able, Gifted and Talented Pupils and Academic Scholarships

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

More able and gifted pupils are extended and differentiated for in the curriculum lessons and are also included in the whole school Scholars' Programme. Their progress is specifically tracked and monitored by the Director of Curriculum. They take part in extra events during the year and compete for the school in academic competitions. At 11+ and 13+, these pupils are prepared for academic scholarship. Talented

pupils are differentiated for in the curriculum and also receive additional sports, music, drama or other types of coaching in agreement with their parents. They may compete for the school and will attend relevant events and extra activities during the year. A register of pupils identified as Able, Gifted and Talented will be kept to monitor and track the provision for these pupils.

Scholars

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

Parents have the ability to enter their child for the Scholarship Pre-Test which is held at the beginning of the Autumn Term. In both July and September, parents are informed, by Culford Post, of the Academic Scholarship opportunities and details of the pre-tests are circulated.

The Head Teacher, in consultation with the Head of Scholars, Deputy Head, and Director of Curriculum discuss which pupils will then access the Culford Academic Scholarship programmes. Both the 11+ and 13+ Academic Scholarship examinations take place in the first half of the Spring Term. Further details can be obtained from the Admissions Department.

15. Monitoring a pupil's academic progress

The Form Teacher is the key person in assessing a pupil's general progress and strengths and weaknesses in the academic field, using the following information: CAT4 scores, Progress Tests in Maths, English and Science, and regular Core Assessments; Benefecit, amber warning logs on iSAMS and Malefecits, informal discussion with subject staff and interim reports; the list of possible underperformers produced by the Deputy Head or nominated teacher; end of term reports and examination results. If academic problems persist and further action is necessary, it is either the Form Teacher, subject teacher or Head of Department's responsibility to inform the Deputy Head so that they have a clear picture of the situation. If and when academic warning letters need to be written following examinations, it is helpful for the Deputy Head to know of any factors contributing to that set of results. For underperforming pupils, a regular Academic Spotlight takes place which enables teachers and Form Teachers to ascertain in which other subjects pupils are underperforming.

16. Pupil Performance

Assessment descriptors and assessment results are given to pupils and parents through the Parent Portal. All this information is also available to teachers on the iSAMS database. CAT4 standardised scores are available to teachers who should have the appropriate scores for their subject for each pupil written in mark books. This enables teachers and tutors to monitor performance in relation to ability over time.

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

Letters of concern

The Deputy Head may write letters of concern for pupils who are significantly underperforming. These letters normally outline targets in relation to future effort and attainment grades. If such a letter is written, it is the responsibility of the tutor to monitor and communicate to parents the progress of that pupil in subsequent assessments. Parents will be made aware of the 'Pupils of concern' process that informs them of the schedule of extra meetings that will take place during the year to monitor and support pupil progress. This process is aligned to the school's admissions policy.

17. Outdoor Classes

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

18. Parents' Meetings

Parents' Meetings are held in the first two terms and each year group will have at least one such meeting a year. All meetings are clearly published in the School Calendar. Attendance for teachers is obligatory unless they do not teach the year group.

All members of the Common Room should wear business attire or equivalent. Appointments last for up to five minutes.

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

19. Plagiarism

Pupils are encouraged to use their own language and not to copy from books or the internet or use any form of Artificial Intelligence to pass as their own work.

20. Prep/CRIS Policy

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

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

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

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

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

The Prep and CRIS timetable for the academic year 2024/5 can be found on the Prep School's shared drive and on pupils' Pastoral Hubs.

Length of Prep/CRIS

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

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

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

Checking Planners

First Form and Lower Second Form Teachers should check and sign pupil planners every week and ensure that they are used properly. Upper Second and Third Form Tutors will use their Pastoral Hubs to support pupils' organisation.

Holiday work

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

21. Private Study

Prep School pupils do not have private study sessions. Sometimes, however, pupils do not take certain academic subjects due to sporting, LD or EAL commitments. In these cases, where a pupil does not have a one-to-one sport/LD/EAL lesson, they should study in silence in the class that they would normally miss. In some circumstances, pupils may undertake independent study in the library but this should be discussed in advance with the Director of Curriculum or the Deputy Head. Pupils are expected to work diligently on designated study activities or preps/CRIS and, if they finish these, to read an appropriate text in silence.

22. Private Tuition

Pupils may from time to time receive private tuition from a member of the Common Room. Permission for this must be sought from the Head.

23. Reward System

Benefecits are judged on an individual basis and are awarded for learning that is of a particularly high standard, citizenship around school or contributing in a positive manner to the community need of Cadogan House. One raffle ticket per benefecit goes into the end of term raffle for the chance of winning a small prize. Periodically exceptional pieces of work will be nominated to be presented to the Head. This will be done formally and will be recognised by the use of a 'Headmaster's Commendation''. Recommendations for these are received from subject teachers and these are awarded in Collective Worships and pupils are invited to Headmaster's Tea. Academic, citizenship, progress and special prizes will be presented at our annual Prize Giving.

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

24. Scholarships

Scholarships are also available in Music and Sports at 11+ and Art, Design Technology, Drama, Music, STEM, and Sports at 13+. More information about scholarships is available on the school website.

25. Special Educational Needs (Prep School specific)

It is the duty of the School to ensure that:

- no pupil is discriminated against in any area of school life on the basis of his/her learning disability;
- to have regard to the Special Educational Needs (SEN) of a child and to monitor a child's performance accordingly;
- to identify the SEN of a child when a child appears to be underperforming;
- to provide education suitable to the needs of the child that has been 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.

The School seeks to identify pupils making less than expected progress given their age and individual

circumstances. This can be characterised by progress which:

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

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

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

The Identification, Assessment and Review Procedure

We aim to identify and assess all pupils with SpLD as early as possible. Every pupil will be screened using Lucid Rapid on entry, Lower First and again in Lower third. Following screening, pupils below 90 will then be further assessed by the Learning Development team. We have well established identification procedures throughout the School. Regular monitoring ensures that any pupil who needs help will be offered it. All staff are responsible for ensuring that the Head of Learning Development is made aware of pupils with any learning disabilities or barriers to learning.

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

For pupils who are identified as of concern in a particular subject but where the concern is not related to Learning Development, there is an Academic Concern. This is held during fortnightly Upper, Middle and Lower Prep Friday staff meetings, although staff should write the names of pupils of concern on the Academic Concern tracker beforehand. Pupils will be discussed across subjects to identify patterns of weakness and where support is needed, and actions will be created going forward.

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

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

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

Monitored

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

Pupils at this stage:

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

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

Pupils with SEND (Special Educational Needs and Disabilities)

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:

- May not have SEN (Special Educational Needs) as defined by the ISI (they define a pupil as having SEN if they have a EHC [Education, Health and Care] plan (Statement of Special Educational Needs)
- May have specific learning difficulties
- May have support for SEN
- have LD provision which is additional to or different from that offered to their peers (support lessons)
- may have had their SpLD identified by an Educational Psychologist or by a specialist teacher
- have an Information Sheet
- must have their needs carefully monitored by the subject teacher / tutor
- will need differentiated class work

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

Education, Health and Care Plan (EHCP)

Pupils at this stage have been receiving a variety of SEND support 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.

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

Curriculum Provision

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

A pupil is entered onto the Learning Development Register following discussion with Common Room and parents. A written record of initial contact is made on a Record of Concern. All teachers are given copies of the Learning Development Register at the start of the academic year and an Information Sheet on each individual pupil on the Register is circulated to all relevant staff. These sheets outline the particular needs of an individual pupil. Practical strategies to help the pupil in the classroom are also included. The sheets are regularly updated and teachers alerted when changes have been made. Additionally, a full review is carried out annually and amendments made accordingly.

Learning Development Lessons

Planned programmes of work are delivered by fully qualified, specialist teachers to meet the individual's needs, based on the results of diagnostic tests, teacher consultation and parental requests. Detailed records are kept. A full written report on every pupil is included in the annual school report. There is an

additional charge for Learning Development lessons. Details of the cost are held by the Finance Department and published to parents annually. All pupils with external reports (an Educational Psychology, Clinical Psychology or Dyslexia) will have an Individual Learning Plan (ILP) written to outline the area of need and review termly.

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.

26. Value Added Policy

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

27. Films

Common Room may, at their discretion, show a 12 programme to Third Form pupils. If they wish to show a PG programme they must seek permission. If a pupil wishes to see their own film, they must seek permission from their Housemistress 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.

28. Pastoral Structures

Activities

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

Activity House Structure

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

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

The Activity House system is run by the Activity House Co-ordinator in conjunction with a pupil committee of Activity House Crew, chaired by the Activity House Co-ordinator. The Activity House Co-ordinator will also oversee placing pupils into House Bridges. House Bridges are small, vertical, family sized groups aimed to build on our focus of Belonging.

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

29. Anti-Bullying Policy

General Statement

Bullying will not be tolerated at Culford. Bullying is the hurting, humiliating, threatening or frightening of another person and can ostracise individuals, cause psychological damage and even suicide. It may be repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer, – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

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

It should be read alongside:

- Preventing and Tackling Bullying – Advice for Head Teachers' (DfE 2017)
- Other related school policies – for example Equal Opportunities, Racial Equality, Behaviour and Discipline, SEN
- Teaching online safety in school' (DfE 2023)

Help Organisations

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

Action the School takes to Prevent Bullying

The school outlines to existing and new parents its policy on bullying; parents receive further advice as appropriate, for instance on cyber safety. Modules on bullying form an important component of the Learning for Life curriculum at all levels. 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 structured Learning for Life curriculum programmes, assemblies, projects, drama, stories and literature. These may cover discussion of differences between people and 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 (LGBTQ+) pupils.

How the School Deals with Bullying

Any alleged bullying should be reported as soon as possible directly to the Form Tutor (day pupil or boarder) or Housemaster/mistress (boarder) who will inform the Deputy Head and Assistant Head. Under no circumstances will incidents that could be construed as bullying be ignored. All offences are carefully investigated and information of those involved is gathered by either teaching or boarder staff, by their Housemaster/mistress or the Assistant Head or Deputy Head. A record is kept of any interviews or collection of evidence. 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 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 Safeguarding 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 incidents 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

The school subscribes to the National Online Safety programme which aims to educate and support pupil online behaviour. 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. 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.

30. Behaviour Policy

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

A hierarchical system is in place for sanctions. When any inappropriate, antisocial or any other type of behaviour that does not meet the school expectations is witnessed, staff are to follow the school's Behavioural Management Matrix. Thresholds are in place where the next level of sanction may be applied up to a Saturday detention. Senior Staff may decide upon a different entry point of the hierarchy depending on how serious an incident is.

In the first instance of an allegation made by a pupil(s) against another pupil(s), incidents are usually dealt with by the Form Teachers, who will use Incident Forms and discussion with pupils to establish what has happened. Sanctions will be discussed with the Assistant Head or Deputy Head and administered at an appropriate level.

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

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

If a pupil interview is needed it will take place in front of a supporting teacher, usually the pupil's Form teacher. The Assistant Head will take careful notes with regard to answers given orally. The supporting teacher will listen as an impartial witness, not taking part in the interview. When invited, they may ask any questions they feel will benefit the pupil. Notes will be typed up and shared as necessary amongst key staff. The Assistant Head and Deputy Head will review and take, or recommend to the Head, any sanction deemed appropriate. Sometimes an informal chat is more appropriate than a formal interview. Sometimes this chat will be between a pupil and a single member of staff. It may be marked internally by issuing an Amber warning

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

Parents will be notified of sanctions through receiving communication of a Malefecit or above. Should a pupil receive three Amber warnings over a half-term, a Head's of Section meeting will be sanctioned. Should a pupil receive three Malefecits in a half-term, a pupil will receive a Deputy Head's Detention. Head's of section meetings and Deputy Head's Detention can also be issued outside of these parameters in reaction to any poor behaviour.

For incidents that lead to a School Detention, communication with parents will be by letter from the

Assistant Head informing them of the incident and the sanction. This will also be the case for when a Head's Detention is used.

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

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

Prep School Behavioural Support System

Culford Prep uses a Behavioural Management Matrix to support the delivery of our Behavioural Management Policy. This involves staff managing and sanctioning behaviour both inside and outside the classroom to allow every pupil to feel safe and secure. Part of the process is to pattern spot any negative behavioural traits, or to identify if the Matrix is not having a positive, formative effect on changing a pupil's negative behaviour.

The Behavioural Support System is designed to be used when there is a pattern of behaviour or sanctions from a particular pupil and it is felt that they are not showing any signs of being able to correct or improve their behaviour as a result of the attempts to manage and sanction negative behaviour. It is also used when a pupil returns from a suspension, even if the behaviour that the pupil has been suspended for is seen as an isolated incident.

The Behavioural Support System is a three tiered framework with clear guidelines to better manage a pupil's negative behaviour. This will form a bespoke care plan and will involve specific behavioural targets, reviewed weekly or biweekly, depending on the tier the pupil is on. Pupils who move onto the Behavioural Support System will remain on it for the remainder of the academic year. There will be a review at the end of the academic year to decide on the next steps, which will include moving up or down tiers, or coming off the support system altogether. Pupils can be moved levels during the year itself depending on how they are responding to the behavioural targets.

Level 3 Discussions will be had between the Head and pupil's parents regarding the suitability of the school place. Further outcomes to be decided on an individual basis
Level 2 Two members of the school's SMT to meet with parents. Concerns will be raised and next steps will be discussed. Pupil will have a weekly meeting with a designated member of SMT where the behavioural targets will be discussed and reviewed.
Level 1 Pupil specific behavioural targets are set and parents informed of the pupil moving onto Behavioural Support System. Pupil will have targets reviewed fortnightly.

Other points of note

- Pupils who have been suspended will automatically enter the Behavioural Support System on Level 2
- The pupil's Form Tutor will continue to monitor and be a source of support and information for both pupil, parents and SMT

31. Bereavement

Actions in the event of the death of a parent

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

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

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

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

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

Actions in the event of the death of a pupil

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

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

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

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

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

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

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

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

32. Boarding

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

To reflect its status within the school, Boarding has its own handbook which can be found here
(link to Cadogan Boarding Handbook)

33. Discipline

General Values

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

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

Culford school believes in promoting fundamental British values; democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is done through 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 and your parents immediately.

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

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

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

Respect for the Environment

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

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

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

items from pupils in younger year groups.

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

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

Bounds

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

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

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

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

Dress

All pupils must look smart, be appropriately turned out at all times and wear the correct School uniform during the School day. Uniform should always be worn with pride. It should be clean and in a good state of repair. Skirts should be knee length.

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. Hair that is shoulder length or longer should be tied up.

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

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

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

Casual Clothing must be reasonable and appropriate to the occasion. The Assistant Head or Deputy Head's ruling on what is reasonable is final.

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

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

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

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

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

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

Prohibitions

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

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

Sexual Behaviour

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

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

Smoking/Vaping

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

Litter

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

Lost Property

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

34. The Extended Day

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

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

35. Pastoral Care and Pupil Discipline

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

On occasions, Form Teachers may feel that pupils would benefit from counselling. The Chaplain and the Health Centre are available to provide support and advice. The School Counsellor is available to boarders. A School Counsellor is available to boarders who have been recommended to use them.

Dealing with Pupil Incidents

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

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

Liaison with parents

Form Teachers are advised, as a matter of routine, to keep a record of any telephone conversations or correspondence with parents and to copy information on to the Deputy Head or Assistant Head as appropriate and the Head's office. All Form Teachers keep records of all pupils on an online recording system. Any requests from parents for pupils to miss school, other than for routine medical or dental appointments, should be passed on to the Head.

Liaison with other staff

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

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

36. Induction

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

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

37. Leavers' Service

On the final day of the academic year, pupils in the Upper Third pupils and their parents are invited to a Leavers' Service, held in St Mary's Church, Culford. This is an opportunity for pupils to reflect upon their life and achievements in the Prep School and to look forward to the next stage of their school career.

38. Pastoral Committee

Pastoral Committee comprises; Assistant Head, Head of Learning for Life, Chaplain, Deputy Head and invited representatives. Meetings are held during inset and the committee is a vital cog in determining the pastoral management of Prep School.

39. Head Boy and Head Girl

Head Boy and Head Girl are appointed by the Head after full consultation in the first half of the summer term of Lower Third. Their position is a privilege and they need to be role models. Deputy Head Boy(s) and Deputy Head Girl(s) may be appointed at the Head's discretion.

40. Responsibility Crews

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

In all cases the final decision lies with the Head.

Those pupils applying for roles of School Head Prefects are interviewed by the Head or Deputy Head. Those applying for Heads of Cadogan House are interviewed by the Housemaster/mistress.

Pupils in positions of responsibility meet regularly with the Assistant Head for planning and support.

41. Prizes

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

Pupils selected to be awarded prizes will be invited to select a book of their choice. A special name plate is then stuck into the inside of the book, which is then presented at a prize giving ceremony.

42. Pupil Handbook and Planner

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

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

43. Pupil Photographs

Autumn Term: New pupil individual photographs for the school database
Summer Term: Individual pupil photographs and the Cadogan House photograph, available online for parents to purchase

44. School Council

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

45. Supervision of Pupils at Break times

There is a rota drawn up for the supervision of pupils during all break times. The play area is divided up into separate supervision zones and staff are assigned specific zones to patrol in. Staff are issued with a high vis jacket which must be worn during break time duties and they are to collect a walkie talkie to aid effective communication – especially during lunch where the Senior Teacher on Duty will communicate the staggering of year groups into Ashby for lunch.

Notes for the guidance of Staff on Duty (in addition to the duty standards issued in the duty rota):

Morning break

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

Lunchtime (Inside Dining Room)

1. All Common Room should monitor table manners. One member of SMT staff to take lead duty at lunch, supported by a member of the Common Room from 12:30 - 13:00
2. All Common Room to support positive pupil behaviour at lunch.

Lunchtime (Outside)

1. Liaise with SMT lunch duty member of staff to stagger the sending in of pupils to Ashby

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

46. Theft

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

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

Thefts inside school jurisdiction

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

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

Thefts outside School

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

47. Tours of the School and Visitors

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

Tours for prospective parents usually include a brief meeting with the Senior Registrar/Registrar or Assistant Head, a tour with an appropriate Upper Third pupil or member of staff, including a visit to a classroom, a meeting with the Housemistress, and a meeting with the Head. These visits generally last for two hours.

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

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

Members of Common Room should challenge strangers who are not wearing visitors' badges or who are not on a recognised footpath. During the evening visitors should report to the Housemistress.

48. Emergency Procedures

The school has a robust emergency response plan that covers various scenarios including fire and lockdown procedures. Details can be accessed by staff through the emergency and medical handbook and lockdown policy.

When organising a trip, contingencies for possible emergencies should be pre-planned. In the event of an emergency, teachers should ensure that all colleagues and pupils are safe from further danger and that all necessary steps have been taken to provide rescue, medical care and hospitalisation of anyone who is injured or missing. If abroad, procedures given under medical insurance must be followed. In case of a fatality, the police must be notified.

The emergency contact at Culford must be notified of any emergency. Teachers should give details of their location, what exactly has happened to whom and what has been done so far. The emergency contact will arrange for parents and others to be informed as necessary.

Teachers should make careful notes of what led up to the incident, who was supervising, what instructions were given, and any other relevant details. If possible, pupils should not contact home until contact has been made with Culford. Teachers must refer any press or media queries to the Head.

49. Missing Pupils During the School Day

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

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

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

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

50. Form Tutoring

The Form Teacher has an important role to play in: developing a rapport and sense of mutual trust with pupils in his/her care; encouraging high levels of performance, good work habits and commitment to extra- curricular activities; helping pupils to develop a sense of self-worth and to become more

independent; encouraging and supporting those in their Form group in all areas of school life, e.g. attending concerts, watching matches, etc.

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

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

- Parents'/guardians' address(es), contact numbers and family circumstances. These should be checked at the beginning of each term and the School Office informed of any changes.
- assessments, interim reports, Form Teacher reports
- Internal and relevant external examination results
- Form Teachers must also record, and in the case of significant items, copy to the Head's Office:
- Their regular discussions with tutees including target setting
- Involvement in Activities, team games, music, drama, and the like
- Achievements, posts of responsibility held and service to the community
- Action Plans and Welfare Plans
- Correspondence and telephone calls with parents or guardians and copies of letters from the Head and other senior staff**.**
- Any confidential report; to be written according to school policy

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

Monitoring a pupil's academic progress

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

51. Important Policies

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

- **Child Protection (Safeguarding) Policy**
- **Whistleblowing**
- **Trips Policy**
- **IT – Acceptable Use Policy**
- **Footpaths**
- **Complaints**
- **Admissions**
- **Attendance**
- **Restrictive Intervention, including Use of Reasonable Force**