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Dear Parents and Carers

I would like to take this opportunity to introduce you to our school prospectus which I hope will give you an insight into life at Cuffley School. The prospectus will help paint a picture of our school; clarifying our aims and intentions, providing you with a wide range of information that will help you understand our expectations and the opportunities we provide.

At Cuffley, we are committed to our Learning to Learn agenda. We believe that instilling a love of learning in children will provide them with the skills they need for the future. Along with this philosophy, we seek to provide an encouraging and nurturing environment, where each child is supported to make the most of their individual strengths and to reach their full potential.

This prospectus is reviewed annually and, whilst much of the information remains the same, some pieces of information date very quickly. Therefore, staffing lists, assessment data and some other information are presented on separate sheets of paper and updated regularly.

We hope you find the prospectus useful and informative. If you have any additional questions, please do not hesitate to ask.

We always welcome visits and would encourage you to come and see us during the school day so that you can see for yourself what life at Cuffley is like.

Wendy A. Heyes
Headteacher



Learning how to learn is life's most important skill

Welcome to Cuffley School (Foundation Status)





STATEMENT FROM THE BOARD OF GOVERNORS

The Governing Body's main aim is to help raise standards of achievement and make sure the school provides a good quality education.

The day-to-day management of the school is the responsibility of the Headteacher and staff. Rather than manage, Governors are here to help shape the school's future direction and focus.

At Cuffley we have 14 Governors whose skills and experience are matched to their roles on our Governing Body. We work as a team and are an integral part of school. We are responsible for how the school is performing. We have to be prepared to support and challenge the Head by gathering views, asking questions and being a 'Critical Friend' to the whole of the school.

We have three main committees that look at Curriculum & Standards, Finance & Premises and Personnel. There are other individual roles such as Key Stage Link Governors who come into school on regular visits and see what is happening in the classrooms, for example.

I hope it will be evident from the contents of this Prospectus that the whole ethos of teaching in Cuffley School is geared to our children maximizing their own potential and encouraging them to become 'lifelong learners'. Our aim is to enable the children in our care to find the best in themselves and leave us when it is time to move on as mature students ready to face the future with complete confidence and resilience.

Charlotte Jeffery
Chair of Governors



Our vision is to

- continually strive to raise standards of attainment and achievement, and ensure progression
- help all children develop positive attitudes towards and a thirst for learning
- develop children as curious, keen, independent and effective learners who have the knowledge and understanding of how to learn
- provide a stimulating and innovative curriculum that takes children on a journey of learning
- recognise, acknowledge, value and develop the wide range of natural talents that children bring to and develop at school
- give children the opportunity to explore and gain a wide range of knowledge, understanding and skills, with a particular focus on the core skills; numeracy, literacy, science, information and communication technology
- develop children's ability to think
- to explore and gain values and attitudes that will support them in developing a strong sense of community and prepare them for later life
- to have a school ethos where children are safe and secure, supported and challenged, where they are willing to take risks and 'have a go'. Where children do not mind making mistakes and always aim for success
- provide an environment where learning is inclusive, expectations high and where both self-confidence and self-esteem are raised and positive

What Ofsted said:

"Cuffley School is a happy and welcoming place. Pupils enjoy coming to school and get along with one another and their teachers. They feel safe, secure and valued."

Ofsted, 2-3 October 2013

"Children make a good start in the Early Years Foundation Stage. They quickly develop independence and very good attitudes to learning."

Ofsted, 2-3 October 2013



Spiritual, Moral, Social and Cultural Life

“The school promotes pupils’ spiritual, moral, social and cultural very well through a wide range of activities. Pupils behave well and look out for one another.”

Ofsted, 2-3 October 2013

At Cuffley School we believe in developing the whole child. It is important to us to:

- develop a sense of belonging and enhance children’s’ life opportunities;
- enable every child to achieve their potential and make a significant contribution to society.

We have a strong sense of Community at Cuffley. We are proud that children have a strong sense of belonging and form very positive relationships. They do this through discussion with their teachers when making their classroom codes of conduct or learning ladders and through assemblies. Throughout the school day, the 6Rs for learning are reinforced visually and orally, with Super Learner stickers and rewards shared at weekly assemblies. There are high expectations for behaviour and incidents of misbehaviour are dealt with quickly and fairly with the emphasis on children taking responsibility for their actions. Self confidence, developing positive self esteem and personal development are started in the Early Years, building on what the children bring with them, and continue and broaden throughout school.

Rights, responsibilities and respect are a key feature of the school’s ethos and are developed during assemblies. We provide a programme for our Year 6 children with the focus very much on these themes, relating them to relevant topics such as fair-trade and inclusion. Children are also given the opportunity to explore values and beliefs through class assemblies, RE lessons, our Personal Social and Health Education programme, through our guided reading sessions and other curriculum areas, which, as a result, reviews and develops their own set of values and principles that will underpin their life. Children at Cuffley have the opportunity to develop an understanding of others; mutual respect is a key element of our school. The curriculum is developed in such a way that children are able to develop a sense of empathy, concern, understanding and compassion.

“Pupils participate in a whole-day conference highlighting the UNESCO ‘rights for the child’.

Ofsted, 2-3 October 2013

There are numerous and varied opportunities to contribute to the school community through plays, concerts, assemblies and for children to take responsibilities within school as classroom monitors, sports leaders, team captains, librarians and school council representatives. This creates a very strong bond within school that then translates into the local community and beyond.



There is a very strong ethos at Cuffley of helping and understanding others. There are many charity events that are organised by the school council which have local, national and international significance, and these raise the whole issue of interdependency. The traditional events such as Jeans for Genes Day and Red Nose Day play an important part, but so do our links with a school in France. We regularly focus on work across the school on celebrating a different culture and wherever possible we use our parents, visitors and school visits to develop a greater understanding of the diverse world in which we live. We link this to our harvest festival celebrations and as well as the giving of gifts to our elderly neighbours, we raise money to support a charity working to improve the lives of children living within our chosen country.

Together with the school council, the children take on extensive charity work; conducting such events as lunches for our elderly neighbours, which take place every other week, and singing at King's Cross Station at Christmas in aid of the Starlight Foundation, all of which make a valuable contribution to school life and the wider community.

Children develop an understanding of their own culture and have opportunities through a range of subjects and experiences to recognise this. Parents and children contribute to the curriculum by sharing their experiences and visits take place to different places of worship. Exploration of different cultures is delivered through assemblies and the curriculum. French has been introduced across the school and our Year 6 residential journey to France provides further focus. Within our structured guided reading programme we have ensured that a range of cultures are present.

Cuffley has its own TV station, on which children are able to show adverts that they have filmed and produced, sharing lessons and community achievements.

Supporters of Cuffley School are an integral part of school life. They are responsible for putting on a variety of fund-raising events, such as an annual Fireworks Evening and Christmas and Summer Fairs, to which members of the local community are welcomed.



Curriculum Statement

“The school provides a broad and balanced range of subjects and positive experiences that promote achievement and prepare them well for their next steps in education.”

Ofsted, 2-3 October 2013

“A rich programme of trips, visitors and clubs, together with the effective use of information technology resources, such as hand-held computers, the libraries and nature reserve, enhance pupils’ learning experience further.”

Ofsted, 2-3 October 2013

Cuffley aims to empower:

- ✓ *successful learners who enjoy learning, make progress and achieve,*
- ✓ *confident individuals who are able to lead safe, healthy and fulfilling lives,*
- ✓ *responsible citizens who make a positive contribution to society.*

We do this through a wide range of curricular activities which embrace, enhance and extend these aims within an innovative and creative curriculum focussing on ‘learning to learn’.

In the Early Years Foundation Stage (EYFS) we follow the statutory Early Years Curriculum. Children are given a wide range of opportunities to help them develop self-awareness, respect of others and effective social skills, whilst creating positive attitude towards learning. They learn to develop their speaking and listening skills and through a range of exciting activities they learn to read and write. The children develop a range of numeracy skills, solve mathematical ‘real life’ problems and are encouraged to provide reasons for their answers. Children are given opportunities to help make sense of the world around them. They are involved in practical activities and investigations. They are encouraged to explore and question, to observe and record and to look closely at similarities, differences, patterns and change. Through physical activities children will develop confidence, control and co-ordination. They use their imagination and recognise the importance of healthy living. The children’s creativity is developed by stimulating their natural curiosity, by giving opportunities to explore thoughts, ideas and feelings through curriculum areas such as art, music, dance and drama. The curricular experiences will be enhanced through visits and visitors, by the use of our extensive outdoor areas and through both direct interactive teaching along with child initiated learning.



In Key Stages 1 and 2, Years 1 to 6, the curriculum is governed by the National Curriculum. The Programmes of Learning identify, for each of the subject areas, the knowledge, understanding and skills that children have to experience and gain as they move from Year 1 through to Year 6. Within the curriculum offered at Cuffley there is a strong focus on the process and skills for learning, as well as the content that needs to be learnt. The curriculum is organised in a variety of different ways including subject-based teaching, cross-curricular topics and themed days/weeks. This is enhanced by a wide range of rich and diverse activities including educational day visits, residential journeys and the use of invited visitors and organisations.

The school enjoys the benefit of having both an art studio and music pods. In addition to the formal music curriculum we offer a wide range of musical experiences including school assemblies, plays and performances, which provide opportunities where children can display their musical and artistic talents. Children learn to play musical instruments within the curriculum including the recorder, however, a wide range of other musical opportunities are available through either individual or group lessons for which there is a charge.

Computing is a very important part of our curriculum. Children use story phones, robots, digital microscopes, video and still cameras along with a wide range of software applications to help them learn. Children have the opportunity to create animations, documentaries and adverts that appear on our own Television Station. We have a fully equipped Computer Suite along with mobile trolleys of laptops and iPads. We have a specialist Computing teacher.

The school also enjoys the benefit of having a specialist Physical Education teacher who provides enriched opportunities, including rowing and lacrosse. Children learn to sail and play tennis at the local tennis club. There are extensive outdoor areas and facilities, a wide range of extra-curricular activities and opportunities to use local sports centres.

Our programme for Religious Education is governed by the Hertfordshire Standing Advisory Council for Religious Education (SACRE) and children learn about five major religions. Our Personal, Social and Health Education curriculum closely follows the Social and Emotional Aspects of Learning (SEAL) programme devised by national bodies. The focus is on self-awareness, managing feelings, motivation, empathy and social skills and includes our own focus of developing children as effective learners. This aspect of the curriculum also includes drug education, anti-bullying and sex education. Parents have the right to withdraw their children from the collective act of worship and aspects of sex education, however this must be done following a discussion with the Headteacher.



EDUCATIONAL VISITS

From time to time, children will be taken to places of interest in connection with the class work they are doing. Cost is kept to a minimum and parents are notified in good time of any proposed visit by their child.

Short walks or local visits will also be undertaken during the working day which will not incur an expense.

Residential educational visits are organized for our Key Stage 2 children at various locations; for example our Year 5 children have attended an Activity Centre in Shropshire whilst our Year 6 children have the opportunity to travel to France for a week. Arrangements are made well in advance and parents are invited to meetings at the school so that details can be given and any questions answered.

The Governors have agreed the following policy for charging for school visits:

"Educational visits can only go ahead if the parents of all children involved make a voluntary contribution, which in total will cover the cost of the activity. If any parent declines to make a contribution but wishes their child to be included in the visit, the school reserves the right to withdraw the activity. Where cases of hardship are known, special provision may be made".

SPORT

Cuffley School is committed to promoting enjoyment through exercise, showing an awareness of how sport can foster self-esteem, tolerance and co-operation. We try to ensure all children develop their practical skills and confidence, having opportunity for success regardless of ability.

Individual and team sport activity occupies some teaching time for each class every week. Gymnastic activity, from floor work right through to large apparatus work is taught across all ages. Ball skills are developed right through the school, with lesson time given to teaching a particular skill (e.g. catching or throwing) as well as practising it in a variety of small-sided team game situations. All the traditional team sports, for example, football, netball, tag-rugby and hockey, are played at the school, along with other less usual sports, for example lacrosse.

We are fortunate in being able to make extensive use of two indoor halls (for gymnastics, dance, volleyball, etc.), considerable playground area (there are two marked netball courts) and a field large enough for two five-a-side football pitches (Autumn and Spring terms) or a 200m round running track (Summer term).



Many children enjoy extending the competitive elements of sport in organised fixtures against other schools. There are teams for both football and tag rugby (boys and girls) and netball, and we always enter a team for the Annual District Athletics Competition each summer. (These activities necessitate travel in private cars.)

In addition to the sports mentioned, a variety of clubs run after school by teachers, parents and outside organisations, cater for a range of abilities and interests. They include football, netball and games clubs.

Swimming and the principles of water safety are taught to Key Stage 2 children at a local public swimming pool. Qualified swimming instructors take the lessons.



Charging Policy

The Governing Body is required by Section 110 of the Education Reform Act 1988 to determine policies for making charges for activities permitted by Section 109 of the Act ("Charging Policy"), and remitting such charges ("Remissions Policy"). None of the following will apply in those instances where a third party levies a charge direct on parents in return for services provided in accordance with the terms of Section 118(4) of the Act.

Charges will be made for Optional Extras, and may include an appropriate element for travel, board and lodging, materials, books, instruments, other equipment, non-teaching staff costs, entrance fees, insurance costs, teaching staff costs where the teacher has been engaged specifically for the purpose of providing the activity. The charges so levied will not exceed the total cost of the activity.

Board and Lodging - in all instances where a school activity involves pupils in nights away from home; a charge will be levied to meet the cost of board and lodging.

A charge will be made for Specialist Music Tuition. A charge will be made where children take home materials used in school, typically this would include cookery items or design technology items.

Breakages or loss of school equipment may be charged at replacement costs.

Remissions Policy

Section 110 of the Act requires that pupils whose parents are in receipt of income support or family credit may not be charged for board and lodging for participation in a residential visit which is provided specifically to fulfill statutory duties under the National Curriculum. Where cases of hardship are known, special provision may be made.



Teaching and Learning

“Teaching is consistently good and sometimes outstanding. Lessons are interesting, well planned and engage pupils well. Pupils like their teachers and enjoy learning.”

Ofsted, 2-3 October 2013

“The school successfully promotes a love of reading”

“Phonics (the sounds letters make) is taught well”

“Exciting events have been staged to inspire boys and girls in their writing.”

Ofsted, 2-3 October 2013

At Cuffley School we have a number of different ways to help children become effective learners. We aim and encourage all children to develop and take **responsibility** for their learning and we ask them to be **resilient** and **resourceful**. We provide opportunities for children to **reflect** upon their learning and as a result set targets for improvement. We teach our children to be **respectful**. Lastly, but by no means least, we encourage children to ask worthwhile questions and provide **reasoned** answers. The children refer to these as our 6 Rs and they are fully embedded within our school.

“School leaders are very positive role models. They share high expectations and values, encapsulated in the ‘six Rs’.”

Ofsted, 2-3 October 2013

We encourage children to develop a wide range of skills to help them with their learning; we want them to be **analytical** and **systematic** in their approach. We want them to develop the skills to be creative and **divergent** in their thinking, to work in different **social** groupings, collaboratively and independently, and to work through and solve both **practical** activities and problem solving challenges. We try to provide children with opportunities where they have to make choices and take decisions.

Our approach to teaching and learning is creative and innovative; aiming to capture interest and develop curiosity. The teachers introduce the children to a wide range of strategies to help them learn. We want to inspire and motivate, exploit and develop the children’s own talents and present them with a range of diverse activities that challenges their thinking. Our expectations, with regard to work and behaviour, are very high. Teachers plan activities that acknowledge children’s attainment, provide challenge and support the children’s progress. Teachers are themselves encouraged to try out new and exciting ideas by planning collaboratively and enhancing their own skills through the wide range of professional development opportunities on offer at Cuffley.



We recognise the importance of developing children's self confidence, self awareness and self esteem, since this in turn has a significant impact on their ability to learn and make progress. At Cuffley we want the children to enjoy their learning and become life long learners.

Assessment

*"Pupils like their teachers and enjoy learning.
They know they will get help if they need it and they know how
well they are doing. Pupils know what to do next to improve."*

Ofsted, 2-3 October 2013

Children are engaged in self and peer assessment from an early age. They are shown how to look at their own and other children's work, focusing on the positives, acknowledging success and setting targets to improve their learning. From Year 2 upwards, each class will follow a code of conduct that the children have helped to develop about being an effective response partner. Children take part in lots of discussion about suitable responses to a piece of work and are shown how to assess a piece of work according to the success criteria that have already been shared by the teacher. Sometimes responses will be made orally and sometimes they will be recorded on a variety of different response sheets.

Children also set their own learning targets for the different skills and attitudes associated with our 6 Rs of learning. They then set out to achieve these targets and reflect upon their success. In Years 5 and 6, these targets are written and reviewed as part of 'Becoming a Responsible Citizen'.

We monitor children's progress in a variety of ways; both formally and informally. In the Early Years we monitor children's progress predominantly through observation and discussion, centered on the Early Years Profile. This information is shared with the parents before the children go into Year 1. As children move through school teachers record many of their responses to the children's learning in their books. Work is formally assessed on a termly basis and assessment judgments are moderated at staff meetings. At the end of Key Stage 1, Year 2 children are formally assessed in Literacy and Numeracy and levels are reported to parents. In Key Stage 2 children are given optional Standard Assessment Tests to help inform teacher assessments. At the end of the Key Stage, Year 6 children are formally assessed through national SATs tests and these results, along with teacher assessments, are reported to parents. Some children in Year 6 are assessed in mathematics using the materials from 'World Class Arena'.

Throughout the year and across school, we regularly hold pupil progress meetings to discuss children's individual progress. This enables us to target appropriate support to groups of children and individuals.



During the Autumn Term formal consultations between teachers and parents are arranged for children in EYFS through to Year 6, to discuss how their child has settled in to the new year group and to share targets for the future. Towards the end of the Spring Term the annual written report is sent to parents. A final formal consultation takes place in the Summer Term where parents have the opportunity to review their child's progress with the class teacher.

If parents have any concerns at other times during the school year, they are encouraged to make an appointment to see the class teacher or other member of staff at a mutually convenient time.



Inclusion

“The school accurately identifies disabled pupils and those who have special educational needs. Teachers and teaching assistants provide well-planned and well-targeted extra support. The school works closely with parents, carers and outside agencies.”

“The school is using the pupil premium funds effectively to support and enhance the experience of pupils eligible for the pupil premium, who make good progress.”

Ofsted, 2-3 October 2013

Our over-arching aims are to:

- provide learner friendly classrooms,
- recognise, acknowledge and celebrate diversity,
- encourage the participation of all children in all aspects of school life,
- identify barriers to learning and the resources and strategies needed to overcome them,
- provide effective teaching and learning strategies,
- help children understand how they learn best, and provide them with the opportunities to develop different learning strategies,
- ensure the identification of all children requiring ‘specific’ provision as early as possible in their school life,
- ensure that parents are kept fully informed of their child’s progress and attainment,
- ensure that all children are involved, where practicable, in decisions affecting their future provision.

We recognise that many children will have specific needs at some time during their school life and we believe all children will and can be helped to achieve their full potential. Our focus will be on overcoming and removing the barriers to learning.

Special Educational Needs

At Cuffley School we have regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with Special Educational Needs, and ensure that parents are notified when SEN provision is being made for their child. An Inclusion Policy is available on request at school. Having identified children as having a specific need, then a range of strategies are put in place to enable these children to make progress. These may include group or individual intervention programmes.



Able, gifted and talented

At Cuffley School we recognise those children who are identified as being able, gifted and/or talented. Having identified children, we provide for them in a number of different ways including: providing enrichment opportunities, extension activities and/or accelerating learning.

Disability and accessibility plan

At Cuffley School we have regard for those adults and children who are identified as being disabled, according to the 'Disability and Discrimination Act' 2005. We endeavour to provide an environment which treats those with a disability equally to all others, and we make reasonable adjustments to ensure that disabled adults and children are not at a significant disadvantage compared to able bodied adults and children. The Governing Body regularly monitors and reviews its disability and accessibility scheme.



Healthy Schools

At Cuffley we are proud to be a healthy school and this was acknowledged by the Local Authority when we gained our Healthy Schools status from Hertfordshire County Council, part of a national accreditation scheme.

Healthy eating is an important aspect of the school's curriculum. Children need the knowledge and understanding, skills and confidence to make healthy choices. In Early Years and Key Stage 1 children have a daily fruit snack provided. School meals offer a variety of food cooked on the premises, with vegetarian choices and a salad bar. Children have the opportunity to 'cook' in many different areas of the curriculum; examples of which include Year 5 children making bread.

Another important aspect of being healthy is physical activity and the children in Years 1 to 6 are lucky to benefit from a specialist P.E. teacher. Children in Years 3 and 4 take part in swimming for a term each year, whilst in Year 5 they take part in rowing and in Year 6, a six week sailing course and a twelve week tennis course at Cuffley Tennis Club. Children take part in local football, netball and tag rugby events, as well as District Sports in the summer. The Year 5 residential trip to Shropshire involves outdoor and adventurous activities and in Year 4 the children have the opportunity to take part in an overnight camping and activity experience.

We have staff trained in road safety who deliver a programme to children in Years 5 and 6, and, in Year 6 the children take part in cycle training in the summer term. We also have visits to the school from the local fire brigade to talk about safety, as well as Crucial Crew for Year 6.

We actively promote 'Walk to School, with very encouraging results. Every playtime and lunchtime the children are provided with equipment to encourage physical activity. The playgrounds are zoned to ensure health and safety, whilst promoting exercise and enjoyment.

Personal, Social and Health Education (PSHE) is a vital part of the education at Cuffley as it gives children the knowledge and understanding to make informed choices in their lives. As part of the PSHE programme we use the strands within the Social and Emotional Aspect of Learning (SEAL) scheme to focus on:

- Developing children's self awareness
- How to manage our own and other peoples feelings
- The importance of motivation
- Empathy
- Social and communication skills

and our own strand

- Thinking and Learning



Through the PSHE programme, the children are given the opportunity to share their ideas, worries and concerns, honestly and confidentially. Children are also able to express themselves through role play, drama and group work.

We have five trained Learning Mentors who work with individual children to support a variety of emotional and social needs, breaking down barriers to learning.

The School Council gives the children a voice and class representatives are active in seeking the views of their peers. They help the school support local, national and international projects and charities including: Jeans for Genes Day, Red Nose Day, Sport Relief and the Christmas Shoebox Appeal.

Elderly citizens, who neighbour the school, are invited to lunch and spend the time being entertained by the children. They join us at different events in the year and are the local recipients of our Harvest boxes. We entertain them and other elderly citizens of Cuffley in January at their party with lots of singing.

All of these events encourage our children to think of others and become global citizens of the future.



Being a Responsible Pupil

At Cuffley School all pupils learn to be responsible from the moment they enter in the Early Years. The level of responsibility given to the children is built upon each year, so that by the time the children are in Year 6, they become role models for the rest of the school and take on a wide range of monitor jobs within school. As you will have already found out, taking responsibility for their learning and the way they conduct themselves is just one of the 6 Rs of learning that the children are introduced to at Cuffley, along with Respect, Reflection, Resilience, Resourcefulness and Reasoning. Each class celebrates individuals who have demonstrated aspects of these 'Rs' and the school celebrates these achievements in a weekly assembly, where the children mentioned are given a Super Learner sticker to proudly wear. Throughout the week, teachers will suggest to their class or to individuals that they need to work in a particular way; for example in a maths lesson the children need to find different ways to solve a problem (resilience). Teachers challenge the children to show aspects of the 6Rs and in the upper part of the school children set themselves learning targets related to them, which they review regularly.

At playtimes and lunchtimes the children are given school equipment to play with, so that they learn to play and share with their peers. At lunchtimes there are zones which are supervised by adults wearing blue tops (our midday supervisors), who encourage the children in a variety of games. Older children, called Junior Sports Leaders, also help the children to get involved. In the playgrounds there are quiet areas, where the children can sit and play games on picnic tables or listen to stories.

All the children in school are taught social and emotional aspects of learning (SEAL) and are encouraged to speak and listen to others. One of the themes addressed within this programme is that of bullying, which each year is a focus for the whole school. Older pupils look at the definition of bullying and try to put it into words that the younger children will understand. Often this is shared as part of an assembly, with a short piece of drama to put across the important messages.

Cuffley has a very active school council, with class representatives from Years 3 to 6. Supported by adults, they meet regularly to discuss a variety of projects; recycling, school dinners, fund raising for charity and so on. The representatives report back to their classes and discuss ideas with them.

Expectations at Cuffley are high and children develop classroom Codes of Conduct which are shared and easily understood by the children. Cuffley has a positive approach to managing behaviour and therefore a variety of rewards are used throughout school and within assemblies. On the occasions where sanctions are necessary, we aim for strategies that are both proportionate and fair.



Cuffley School

Responsible Internet and Mobile Phone Uses

We use computers and the internet for learning. This Code of Conduct will help us to be fair to others and keep everyone safe:

- I will only use ICT in school for school purposes.
- I will not bring floppy disks or memory sticks into school without permission.
- I will make sure that all ICT contacts with other children and adults are responsible.
- I will only e-mail or text other people, as part of the curriculum that I know that my teacher has approved.
- I will not deliberately look for, save or send anything that could be unpleasant or nasty. If I accidentally find anything like this I will turn off the monitor and tell my teacher immediately.
- I will not give out my own details such as name, address or phone number, share a picture, or arrange to meet someone when using the internet.
- I will ask for permission before opening an e-mail or an e-mail attachment sent by someone I do not know.
- I will not use Internet chat.
- I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
- I know that my use of ICT can be checked and that my parent/carer contacted if a member of school staff is concerned about my e-safety.
- I know not to bring a mobile phone into school unless it has been agreed with the headteacher. If given permission, I will not allow any other child to use the mobile phone and I will only use it at the times that have been agreed.

The school may exercise its right by electronic means to monitor the use of the school's computer systems, including the monitoring of web-sites, the interception of e-mail and the deletion of inappropriate materials in circumstances where it believes unauthorised use of the school's computer system is or may be taking place, or the system is or may be being used for criminal purposes or for storing text or imagery which is unauthorised or unlawful.



Being a Responsible Parent: e-safety at Home

- Involve everyone and agree your family guidelines and rules about internet use at home.
- Regularly discuss online safety and go on line with your children.
- Keep virus and firewall software up to date.
- Enable your 'browser safe' search option and/or consider using internet filtering software, walled gardens and child friendly search engines.
- Keep the computer in a communal area of the house where it is easy to monitor what your children are viewing.
- Talk to your children about why they should not give out their personal details. If they want to subscribe to any online service then make up a family email address to receive mail.
- We all love to chat and children are no different. Encourage your children to use moderated chat rooms and never meet up with any on line 'friend' without first telling you.
- Time spent online should be monitored to help prevent obsessive use of the internet.
- Encourage your children, and all family members, to tell you if they feel uncomfortable, upset or threatened by anything they see online
- Have proportionate responses if the family guidelines are not followed

'Communication is the key to e-Safety'



Being a Responsible Parent: Supporting your Children's Learning at Home.

Our Home School Agreement

We encourage all parents to:

- ensure children are prepared for school, wear our school uniform, attend school regularly and punctually;
- use the curriculum newsletters and the headteacher's newsletter, together with other forms of communication to talk to your children about their school experiences and learning;
- visit the local library; look at books related to the main topics your child is studying or those of additional interest; visit appropriate and relevant web sites to investigate and where possible use holiday times to explore museums and art galleries;
- talk about books, explore picture books, share books, read regularly and encourage the love of books, both fiction and non-fiction;
- practice number bonds and 'quick fire' time tables; make children familiar with money, time and measures;
- attend both our parent consultations and our teaching and learning sessions;
- support homework activities and projects;
- share and support our high expectations with regard to both learning and behaviour;
- contribute to the Supporters of Cuffley School, which not only raises significant amounts of money which we use to support children's learning, but also provides social events for the school, children and local community.



Being a Responsible Parent: Delivering and Collecting your Child

1. Before and after school

Supervision is not provided before 8.45 am. Children arriving before this time will remain unsupervised in the playground and staff cannot be held responsible for their safety and well being.

All children in EYFS2 (Reception) – Y6 must be in school by 8.55 am. The EYFS1 (Nursery) morning session begins at 8.45 am. If you arrive late at school please report to the school office so that your child's name is entered into the register.

Children in the Early Years bases can be taken directly to their classroom door where they will be met by staff. Those children arriving for the afternoon session EYFS1 should wait with their parents outside the main office where they will be collected by staff at the start of the session.

Children in Years 1 and 2 should be taken to the external classroom doors where they will be opened by the teacher at 8.45 am.

Children in Years 3, 4, 5 and 6 should make their way to the Key Stage 2 playground and wait for the school bell, at 8.55am. They will then walk to their classes. Ideally children should get to school at about 8.50 am, unless they have been chosen as an early morning monitor and those children should go directly to their class when they arrive.

Parents should collect Early Years and KS1 children from their classrooms. These children will only be allowed to leave if a parent is waiting to take them home. If for any reason a friend or relative is collecting a child, the teacher concerned must be informed of the change of plans. If, in unforeseen or exceptional circumstances, no-one appears to collect a child, the child will remain at school until arrangements for their safe collection have been made.

Children in KS2, once dismissed by their teacher, make their own way out of school and meet their adults at a prearranged meeting place.

2. Home/school agreement

Upon entering school, parents will be asked to sign a Home/School Agreement. This confirms the school's commitment to providing a high quality of education for all of our children and provides an opportunity for parents to confirm their commitment to supporting the school rules and ethos.



Being a Responsible Parent: Absences from School

All absences disrupt children's learning and unfortunately the way we organise children's learning does not allow us the flexibility or time to meet the needs of individual children who have missed work. We are afraid to say that direct teaching cannot be made up by homework. It is therefore very important that children are only absent from school when absolutely necessary. If there are significant long term absences due to illness then we will do our utmost to support families.

It is a requirement that the school is contacted on the first day of absence and when the child returns to school we should have a written note explaining the absence, even though the school may have been contacted previously by telephone or through an informal message. The school has a 24 hour answer-phone.

Headteachers can, **in exceptional circumstances**, give permission for leave of absence. Permission must be sought in advance and parents should contact the Headteacher through the office.

Illness and injury at school

At school we have a number of trained first aiders, whose duty is to deal with sick or injured children. If a child is significantly sick or injured then a member of staff will contact parents immediately so that the child can be collected from school. If deemed necessary an ambulance will be called and medical advice taken.

Schools are under no obligation to agree to accept responsibility for the administering of medication to pupils. If a child requires regular medication, this should be done at home, or arrangements can be made for parents to attend the school to administer the medicine directly.

In exceptional circumstances the school may assist by administering medication that has been prescribed by a doctor or consultant, provided the appropriate form, which is available from the school office, is completed and signed by a parent or carer. The medication must be clearly named, have the dosage and frequency clearly indicated, together with 'when to be given'. Please contact the school office should you need advice. Children with asthma can administer their own medication, but we must have a written notice of this from parents or carers to keep on file.



Common Illnesses and Exclusion Periods

Children must not be sent to school for at least 48 hours after a bout of vomiting or diarrhoea.

Chickenpox	Excluded 6 days from first appearance of rash. Not necessary for all scabs to have disappeared, however, they need to be dry.
German Measles (Rubella)	Excluded for 5 days from onset of rash.
Measles	Excluded for minimum of 5 days from appearance of rash.
Mumps	Excluded until the last of the swelling subsides.
Whooping Cough	Excluded for 21 days from onset of the characteristic cough, or 5 days after commencing antibiotic treatment.
Impetigo	Excluded until lesions have healed.
Scarlet fever	Excluded for 5 days after the commencement of antibiotics.

This information is accurate at the time of publication and is subject to change. If in doubt please contact the school office.



Being a Responsible Parent: A Good Driver's Guide

The use of the school car park

With over 440 children using the school site each day, we are sure you will agree that for safety reasons we do have to limit the use of the school car park. The following people only are entitled to use the car park:

- School staff
- Parents, or other adults, who have been asked to collect sick or injured children during the school day
- Parents providing transport for matches, outings and other school related activities
- Parents organising PTA functions
- Parents who have been given permission by the headteacher for a specific reason
- Visitors who are supporting curricular activities within school
- Parents **may not** bring their cars into the school grounds to put down or collect children, except in exceptional circumstances, and only with the express permission of the Headteacher.

All parents and visitors must sign in at the school office.

Motor car insurance

On occasions parents kindly offer to drive children to school activities and visits; whilst the school is delighted with these offers, it is very important that you contact your Insurers since our Insurance Policy does not cover parents' vehicles for damage, loss or third party liability.

We have been advised by our insurers to remind parents that the owner and driver of a car has a legal obligation, under the Road Traffic Act, to obtain insurance. Parents should also ensure that the cover provided by the policy extends the 'limitations as to use' shown on the certificate of Motor Insurance Policy to provide cover for such use.



This may mean checking with the insurer to find out the insurer's interpretation of the use to which the vehicle may be put. We must also request that parents be able to provide evidence of cover by way of a current Certificate of Insurance

Driving to school; we would obviously prefer you to walk

In the interest of child safety, consideration to others and good neighbourliness to those living near the school, we ask all parents to follow this very simple code when driving their children to and from school:

- Follow the agreed unofficial one way system; enter via Theobalds Road from Station Road and leave at the Northaw Road East junction.
- Do not exceed 20 mph (32 kph) in Theobalds Road.
- Never stop in the middle of the road to drop your child off.
- Never stop or park on (a) the yellow lines or zigzag marked areas outside the school (b) the corner opposite, even when just dropping off or picking up.
- Never park so that you block a driveway or on the grassed verge.
- Try and avoid taking your vehicle down South Drive; turning therein can be very dangerous.
- Try to leave home in ample time and arrive before school starts so that there is not a final rush; this will help minimise the danger to children who walk and cross the road.
- Do not park in the private parking bays at Greenfields or the turning bay at the far end of South Drive. The residents, carers and medical staff, as well as relatives have found it difficult at times to access Greenfields. As a number of these residents are very elderly and vulnerable, we need to show them greater consideration.
- Ask yourself:

“Is it really necessary to drive my children to school today - why not walk?
A little exercise is good for everyone and lifts the spirits. “



Complaints

The Governing Body has set up arrangements for considering **complaints** including the curriculum or any related matter. These arrangements proceed in three stages. In the first instance, any complaint should be discussed informally at the school with teachers or the Headteacher. Secondly, if dissatisfied, a formal complaint should be made to the Headteacher in writing. Thirdly, if still dissatisfied, the matter will be referred to the Governing Body or its appropriate committee via the Clerk to the Governing Body.

Please refer to our Complaints Policy, a copy of which can be obtained from the School Office or the School Website.



SCHOOL UNIFORM

We believe that our uniform is an integral part of the ethos at Cuffley and that it has an impact on our standards and the attitude of our children. All children are expected to wear the correct uniform at all times. Unless otherwise stated, the following policy applies equally to girls and boys.

The approved uniform can be purchased from:

Smith's Schoolwear,
14 High Street, Potters Bar, Herts. EN6 5AW
Telephone: 01707 649200

Penny's School Outfitters,
249 Turners Hill, Cheshunt, Herts. EN8 9DG
Telephone: 01992 630640

Please ensure that all items of clothing worn or sent to school are clearly marked with your child's name and class to prevent loss.

Jewellery must not be worn to school, except for plain silver or gold small stud earrings and a watch.

In line with Hertfordshire County Council guidelines, under no circumstances may jewellery be worn during P.E. lessons for health and safety reasons. Earrings should be removed prior to the lesson. Staff are not allowed to remove earrings on behalf of children. Earrings may not be taped.

Hair should be neat and tidy. Hair below shoulder level, or fringes longer than eyebrows, should be clipped/tied back. Hair gel should not be worn. Hair accessories should be in the school colours (maroon, black or white).

Nail varnish and tattoos are not permitted.



Early Years (EY1 and EY2) and Key Stage 1:

Winter Uniform:

Grey trousers/skirt/tunic
White polo shirt with school emblem
Maroon sweatshirt with school emblem
Plain white, grey or black socks
Maroon, black or grey tights
Black shoes
Suitable waterproof coat, preferably with hood
Wellingtons/snow boots may be worn in inclement weather to and from school, but black school shoes should be provided to change into at school.
Maroon reversible fleece/waterproof jacket (optional)
Woolly hat (optional; school emblem not essential)

Summer Uniform:

As above winter uniform with addition of:

Cuffley summer dress
Grey shorts
Sun hat/cap (school emblem optional)

P.E. Kit:

Maroon shorts
Maroon, grey or black joggers
White, round-neck short-sleeved t-shirt, preferably with school logo
Short white ankle socks (trainer socks not permitted)
Suitable trainers (plimsolls not required)

Additional Items (optional):

Spare socks/pants



Key Stage 2:

Winter Uniform:

Plain white school shirt with tie for boys and girls (ties to be worn from Autumn half-term – end of Spring term)
School maroon cardigan / pullover with motif
Grey skirt, tunic, culottes, trousers
Plain white, grey or black socks
Maroon black or grey tights
Black shoes
Suitable waterproof coat, preferably with hood
Maroon reversible fleece/waterproof jacket (optional)
Woolly hat (optional; school emblem not essential)

Summer Uniform:

As above winter uniform, with the addition of:

Cuffley summer dress
Cap (school emblem optional)
White polo shirt with school motif
Plain white short-sleeved school shirt (to be tucked in) or blouse
Grey shorts

P.E. Kit:

White, round-necked T shirt, preferably with school logo or polo shirt with school logo
Maroon shorts
Maroon pleated netball skirts (optional)
Maroon socks (not football socks) or short white ankle socks for summer term (trainer socks not permitted)
Maroon, black or grey jogging bottoms
Maroon school sweatshirt
Maroon Cuffley zip up fleece (optional)
Suitable trainers (plimsolls not required)
Year 6 only – football boots (optional)



Organisation and Times of the School Day

Children enter Early Years Foundation Stage 1 or 2 (Nursery and Reception) at the beginning of the Autumn term in September if they are born between 1 September and to 31 August prior to their 4th or 5th birthday. A visit for new entrants and their parents is arranged in the term prior to admission.

Children will be allocated to a class. These may change during your child's time at school. Each class has a teacher who is responsible for their day-to-day educational and pastoral care. The school also employs a number of teaching assistants who provide support to every class in the school.

SCHOOL SESSIONS

EYFS1 (Nursery) am session: 8.45 am -11.45 am
pm session: 12.30 pm - 3.30 pm

EYFS2 (Reception) am session: 8.55 am – 12.00 pm
(Doors open at 8.45 am)
pm session: 1.00 am - 3.15 pm

Y1 to Y6

Morning: 8.55 am to 12.15 pm 20 minute break and 1 hour lunchtime
(KS1 doors open at 8.45 am)

Afternoon: 1.15 pm to 3.15 pm optional 15 minute break for KS1

Photographs

Photos used on the web site do not feature individual pupils and no traceable identification is published. Where group photos are used parents will be consulted and, whenever requested, photos will be withdrawn.



The details in this prospectus are correct at the time of going to press. It should not be assumed that there will be no change which affects these details or arrangements, either during the school year in question, or in relation to subsequent years.