

## **Introduction**

This booklet is a companion volume to the Parent Handbook. The latter is sent with all the New Parent information before a pupil starts at the school and contains all the information that is needed to understand the routines of life at The Leys. An updated version of the Policies and Procedures booklet is kept on the website and parents can ask for a new hard copy at any stage by asking the School Office.

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# BEHAVIOUR

## INTRODUCTION

This section lays out the Behavioural framework at The Leys. The Protocol gives the fundamental principles to which pupils should adhere and, as it says in the Policy 2.2, it is hoped that parents will read and discuss this with their son/daughter. The majority of the School Policies and Procedures can be found in Appendix A. Those not published can be obtained on request from the School Office. Included in this section are one or two extracts which are in effect particular rules that apply to pupils.

## BEHAVIOUR AND DISCIPLINE POLICY

### 1. Policy Aims

- 1.1 To enable the Headmaster to carry out his responsibilities of maintaining order and good discipline in the School.
- 1.2 To ensure, so far as possible, that every pupil in the School is able to benefit from and make his/her full contribution to the life of the School, consistent always with the needs of the School community.
- 1.3 To authorise the School protocol, the School rules and any procedures necessary for implementing them.

### 2. School Behaviour Protocol

- 2.1 The behaviour protocol shall set out the principles of the School in relation to:
  - Conduct and behaviour
  - Self respect and respect for others
  - Respect for property and the environment
- 2.2 Parents will be expected to read the School protocol with their children from time to time. Its principles will be reinforced at assemblies and at other times.

### 3. School Rules

- 3.1 The School rules shall be set by the Headmaster. The School rules are necessary:-
  - For the safety and well being of everyone at the School
  - For the reputation of the School community as a whole
  - For the protection of School property and the wider environment
- 3.2 The School rules apply to all age groups and at all times when the pupil is:
  - At School, representing the School or wearing School uniform
  - Travelling to and from School
  - Associated with the School at any time
- 3.3 The Governors and the Headmaster intend that the School rules and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from School premises and outside the jurisdiction of the School, for example, during an exeat or half term and in the holidays.
- 3.4 Pupils are expected to know and understand the School rules and to read them through with their parents. The School rules will be amended from time to time and reinforced at assemblies and on other appropriate occasions.

#### 4. **Breaches of School Discipline**

##### 4.1 Expulsion

A pupil is liable to expulsion for a serious breach of discipline. Formal expulsion implies that the pupil's name will be expunged from the roll of the School and reference to the facts and circumstances will be made in response to every request for a reference. All outstanding fees up to and including the term of expulsion shall be payable and any deposit shall be retained by the School. The Headmaster is required to act fairly and in accordance with the principles of natural justice and not to expel a pupil other than for a serious breach of discipline.

##### 4.2 Removal

For a serious breach of School discipline falling short of one for which expulsion is necessary, but such that the pupil cannot expect to remain a member of the School community, the pupil may be required to leave permanently. Subject to payment of all outstanding fees (the deposit being returned or credited to the account) the pupil will be given reasonable assistance in making a fresh start at another School. A boarder may be required to leave boarding without necessarily being required to leave the School.

##### 4.3 Suspension

A pupil may be placed under suspension for up to fourteen days, while a complaint is investigated or as a sanction in its own right.

##### 4.4 Detention and Gating

A pupil may be placed in detention or may be gated where, in the opinion of the Headmaster either sanction is a reasonable response to a breach of School discipline. These sanctions will form part of the pupil's permanent disciplinary record.

##### 4.5 Other Sanctions

The Headmaster may prescribe and authorise the use of such other sanctions as comply with good education practice and tend to promote observance of the School protocol and compliance with the School rules.

#### 5. **Reviews**

5.1 Parents are entitled to ask for a Governors' Review of a decision to expel or to require the pupil to leave for disciplinary reasons. The form of application for a review and the review procedures will be supplied to parents on request at the time of the original decision.

5.2 There will be no right to a Governors' Review of other sanctions but a pupil who feels aggrieved may ask the Headmaster, Deputy Headmaster or Housemaster to take up his/her concerns with the member of staff who imposed the sanction.

## BEHAVIOUR PROTOCOL

### 1. General Principles

- 1.1 The guiding principles at The Leys School are those of honesty, fair-mindedness, hard work and enjoyment. The School also attaches great importance to good manners and discipline, service to others and to caring for the School and the environment; valuing both effort and achievement and encouraging every positive contribution that pupils make to its corporate life.
- 1.2 All members of The Leys community have the right to:
- be treated with respect and have their private life, space and possessions respected.
  - work in a healthy, safe and productive environment.
  - expect issues and concerns to be dealt with effectively and sympathetically.
  - the highest standards of care and support.
  - have provided a wide range of activities and opportunities to allow their social, cultural, academic and physical development.
- 1.3 All members of The Leys community are expected to:
- show proper consideration for others in the community, working sensibly in and out of lessons and treating people with respect and tolerance.
  - respect the property, views and cultural background of others.
  - ensure the health and safety of themselves and others.
  - raise issues of concern to those who are responsible for others and take an interest in the social welfare of those around them.
  - take responsibility for their own learning by being punctual and well prepared for lessons, games and activities and maintaining the highest standards of themselves.
  - take on responsibilities and act as good ambassadors for the School.
- 1.4 The principles that make up this School Protocol are addressed to each pupil. Some of them necessarily apply also to parents. Compliance with this Protocol and each new edition of it is a condition of membership of the School. Parents are asked to read through this Protocol with their son or daughter from time to time.

### 2. General Behaviour

- 2.1 **Commitment:** Pupils should have a positive attitude to all they undertake, so as to maximise their potential in and out of class. They should take pride in their membership of the community.
- 2.2 **Effort and Achievement:** Pupils should do the best work they can and support others in their work. Pupils should take pleasure in their own and each others' achievements.
- 2.3 **Conduct:** Pupils should not compromise their health and safety or that of others by the way they conduct themselves in and out of School. Pupils should be smart in appearance, conforming to the School's dress regulations. Pupils' conduct in a classroom should make it as easy as possible for everyone to learn, and for the teacher to teach. Pupils should not be involved in betting or gambling.

- 2.4 **Honesty:** The School community relies on each pupil being honest and truthful. If, by any means, pupils come into possession of money or belongings that do not belong to them, they should ensure that it is given back to its owner or handed in to the School Marshal or a member of staff as soon as possible
- 2.5 **Good Manners:** Pupils should ensure that those responsible for their care know where they are. They should be courteous and ready to offer help. In sport they should play hard but fairly.
- 2.6 **Bullying:** Threats, physical attack, name-calling, mocking, harassment, racism, sexism and all forms of victimisation, are bullying. Bullying has never been tolerated at this School and will not be excused on grounds of its being part of a game. Pupils must not bully others. If individuals are being bullied, or see someone else being bullied, they should inform someone in authority or their parents as soon as possible.
- 2.7 **Community:** Pupils should treat other members of the School community with respect and consideration. Pupils should play a full part in The Leys community and take on responsibilities as required.
- 2.8 **Other People's Property:** Pupils should treat other people's property with respect and consideration. Pupils should only borrow property with permission. Damage caused to property which is not their own must be reported. To sell an item above the value of £10.00 permission is required.
- 2.9 **School Environment:** Pupils should take pride in their environment and help keep it tidy and undamaged. Chewing gum should not be used in School. Books belonging to the School must be protected and must never be left lying in the open.

## PERSONAL POSSESSIONS

- Personal TV receivers may not be brought into School.
- The use of personal stereo equipment, pagers and mobile phones should be confined to leisure time. They should not be used about the School during the normal school day (Monday to Saturday).
- The details of all mobile phones must be registered with the Housemaster/Housemistress.
- You are forbidden from bringing fireworks and offensive weapons into school.

## COMMENDATIONS

Academic Points are given by teachers to pupils in all Years. These are passed to Tutors. Merits are also awarded by teachers to pupils for non-academic achievement. Work of sustained merit or unusual distinction earns a Commendation, which is recorded and brought to the Headmaster's notice. A Certificate will be presented and they may be announced by the Headmaster in Assembly.

## PUNISHMENTS BY TEACHERS

### 1. W, B and U

B is given for unsatisfactory behaviour and U is given for unsatisfactory uniform. Tutors and Housemasters or Housemistresses will be emailed about each offence. They will consider appropriate punishments should pupils receive three or more in the period of a week.

W is given for unsatisfactory or late work. Tutors and Housemasters or Housemistresses will be emailed about each offence. The piece of work will then be completed to the correct standard as soon as possible in the House.

### 2. Work and Behaviour Report Cards

If a pupil's work or behaviour is of a poor standard they can be put onto a Report Card by their Housemaster/Housemistress

The Card will be signed by teachers at the end of every lesson to indicate satisfactory performance. In addition a letter will be sent to parents. A pupil will continue on the Card until his/her work/behaviour is satisfactory.

### 3. Detentions: **Tuesday 16.30 – 17.30 (Behaviour)** **Wednesday 15.00 – 17.00 (UVI work)** **Saturday 19.30 - 20.30 or 21.30**

For repeated offences of poor behaviour or for breaches of the School Rules a Detention may be given on a Tuesday. A detention essay will be set to be completed. For more serious offences, or persistent unsatisfactory work, pupils can be given a Saturday Night Detention. These will be given in conjunction with the pupils' Housemaster or Housemistress. If a Sixth Former has a Saturday Detention for two hours then they will not be allowed into town on that evening. Those in Saturday Detention will not be allowed on exeat.

If pupils in the UVI are not producing work of the required standard then the Director of Studies may place them in Detention on a Wednesday afternoon.

### 4. Gatings

These may be given by Housemasters/Housemistresses, the Deputy Headmaster and the Headmaster. They are usually given for breaches of the Bounds Rules.

For all pupils, when you are gated you must:

- a) not leave the premises

- b) report each half hour to the Duty Master/Mistress in the House during Saturday evening when not in prep or private study
- c) at other times, sign up hourly during non-classroom time.

#### **5. Headmaster's Detention (Sunday 13.45 - 15.45)**

This will be given by the Headmaster for serious breaches of School discipline, including persistent infractions. It entails a weekend Gating as well as the detention in the Moulton Room. Any pupil receiving a Headmaster's Detention will report to the Headmaster's Study via the Moulton Room, at 08.20am on Saturday, prior to the Sunday Detention, to discuss the matter with the Headmaster and Deputy Headmaster. A letter will be sent to parents.

#### **6. Headmaster's Report Card**

This is for those pupils who have been through the normal Report Card system and their work or behaviour is still inadequate. The Headmaster will inform parents and the Deputy Headmaster will administer the Report Card.

#### **7. Suspension**

This punishment will be given by the Headmaster.

a) **Internal Suspension** - a pupil is allowed to go into lessons, but is otherwise required to work in a designated area for their free time during the day and early evening (e.g. Moulton Room); meals will also be taken here; he/she will be confined to their study or dormitory in the late evening. A letter will be sent to parents warning that full suspension will follow if the behaviour is repeated.

b) **Full Suspension** - a pupil is sent home to talk things through with parents and work at home for a few days. This will be a final warning. Where overseas pupils or others are unable to go home and unable to be accommodated by their guardian, they will be sent to a temporary guardian away from School. (The cost of this will be added to the end of term bill).

### **PUNISHMENTS BY PREFECTS (MARKS)**

- The accumulation of three marks prevents a pupil from visiting town for the duration of one week. The dates for the commencement and completion of this punishment will be directed by the Head of House, who will also inform the Housemaster/Housemistress. If appropriate and if directed by the Housemaster/Housemistress, Head or Deputy Head of House, a pupil may be required to do tasks around the House, thus working off a mark.
- House Prefects may give one mark at a time. School Prefects may give two marks at a time.
- Pupils must be told of their punishment at the time that it is imposed.
- Marks must be entered clearly in the Punishment Book in the House and signed by the Prefect concerned. If a mark has been worked off, this fact will be recorded in the Punishment Book and signed by the person authorising it.
- The Head of House is responsible for ensuring that the Book is kept properly and for showing it to the Housemaster/Housemistress every week. It must be available for inspection by pupils.

- A School Prefect giving marks to a pupil outside his or her House will pass a punishment slip to the pupil's Head of House for entry in the House Punishment Book. The Senior Prefect will also keep a record of such punishments.
- Any pupil who feels unjustly treated should discuss the matter with their Housemaster/Housemistress. (A fuller complaints procedure is published).
- For serious or repeated offences where a mark seems inappropriate, a pupil should be reported to the Housemaster/Housemistress.

## DRESS REGULATIONS

Full School uniform should normally be worn during the formal School day. That is until 16.40 on Monday and Friday, 16.00 on Wednesday, 15.50 on Tuesday and Thursday, and 13.30 on Saturday. There are exceptions when the School tracksuit may be worn and these will be listed in Houses.

### Boys

Boys are expected to show restraint in the colour and style of their hair. They are expected to present a clean, smart and tidy appearance. Boys must be clean shaven. The Housemaster/Housemistress, in consultation with the Headmaster, will decide what constitutes acceptable standards of dress in individual cases. Jewellery is not permitted when uniform is worn.

### Lower and Middle School

JACKET	*School Blazer, with badge
TROUSERS	Plain, dark grey, tailored (denim, brushed cotton or 'chino' style is not allowed)
SHIRT	Plain white
TIE	*School tie
PULLOVER (optional)	*Plain, navy, crested V-neck, worn under jacket
SOCKS	Dark
SHOES	Black leather (not boots, fashion shoes or suede)
SCARF (optional)	*School scarf

### Sixth Form

JACKET	A formal tailored jacket of plain, dark colour
TROUSERS	Plain, dark tailored (denim, brushed cotton or 'chino' style is not allowed), or a suit – plain, dark and tailored.
SHIRT	Plain white
TIE	*School tie (Sixth Form School Tie), House, School club or Colours
PULLOVER (optional)	Plain, single coloured, well fitting V-neck. To be worn under jacket
SOCKS	Dark
SHOES	Black or brown leather ( <b>not</b> boots, fashion shoes or suede)
SCARF (optional)	Plain, single coloured scarf (for wearing outdoors)

On Sundays and other formal occasions Sixth Form boys may wear a formal suit. Articles marked \* **must** be obtained from the School Shop.

## Girls

Girls are expected to show restraint in the colour and style of their hair. In Years 7, 8 girls should have their hair tied back. They are expected to present a clean, smart and tidy appearance. Skirts should not be worn above the knee. The Housemaster/ Housemistress, in consultation with the Headmaster, will decide what constitutes acceptable standards of dress in individual cases. Wearing of subtle make up and jewellery, also colourless nail varnish may be permitted at the discretion of the Housemaster or Housemistress.

### Lower and Middle School

<b>JACKET</b>	*School Blazer, with badge
<b>SKIRT</b>	*Regulation, plaid, pleated skirt with 'Mackenzie' pattern
<b>SHIRT/TOP</b>	White shirt with *Lower School tie
<b>PULLOVER</b>	*Plain, navy, crested V-neck, worn under jacket (optional)
<b>TIGHTS/SOCKS</b>	Navy tights or blue ankle socks
<b>SHOES</b>	Black or navy leather, low heeled
<b>SCARF</b>	*School scarf (optional)

### Sixth Form

<b>JACKET</b>	A formal, tailored, jacket of plain dark colour
<b>SKIRT</b>	A tailored skirt in navy, grey or black with no long slits. Skirts must be between knee length and ankle length, i.e. not miniskirts and not of a length which rests on the shoes when standing.
<b>OR</b>	
<b>TROUSERS</b>	Plain, dark tailored (denim, brushed cotton or 'chino' style is not allowed), or a suit – plain, dark and tailored
<b>SHIRT/BLOUSE</b>	Plain white, with collar
<b>PULLOVER (optional)</b>	Plain, single coloured and well fitting. V, crew or close fitting polo neck. If V-neck or crew, blouse collar must show. To be worn under jacket.
<b>TIGHTS</b>	Must be worn. Single, sober colour. (Not patterned)
<b>SHOES</b>	Sober coloured, leather, low heeled, backed (not clogs, stilettos or boots)
<b>SCARF (optional)</b>	Plain, single coloured scarf (for wearing outdoors)

On Sundays and other formal occasions Sixth Form girls may wear a tailored dress and jacket, or a formal suit. Articles marked \* **must** be obtained from the School Shop.

## POLICIES

The Policies are listed in alphabetic order.

### **POLICY ON ALCOHOL**

As a Methodist Foundation, The Leys aims to educate our pupils about alcohol, both its use in our society and the dangers of its misuse. Our PSE programme seeks to advise our pupils, so that they may make informed decisions later in life about the consumption of alcohol.

While at The Leys, pupils are not permitted to bring alcohol into school. The purchasing, possession or consumption of alcohol on or off school premises during term-time is forbidden, except:

- (i) under the responsible supervision of their parents at home.
- (ii) under the supervision of members of staff who may offer limited quantities of alcohol to Sixth Form pupils on social occasions, as specified by the Headmaster. This would include the Sixth Form Centre. Members of staff will always ensure that soft drinks are available as an alternative.
- (iii) Sixth Form pupils may drink limited quantities of alcohol, as specified by the Headmaster, in pubs or restaurants, provided they comply with the law of the land. Any instance of drunkenness or over-indulgence will be dealt with under the Disciplinary Procedure on Alcohol. Pupils below the Sixth Form are not permitted to enter pubs unless under strict Common Room supervision.

If a pupil appears to be developing an alcohol problem, the School will offer guidance and arrange counselling.

Misuse of alcohol can have tragic consequences, but controlled, sensible and moderate consumption, particularly as an accompaniment to food, is a socially accepted part of our society. We hope that Leysians will develop a balanced approach to this issue.

The Disciplinary Procedure on alcohol sets out the sanctions applied to pupils in breach of this policy.

### **Disciplinary Procedure - the Misuse of Alcohol**

The consequences of breaking the School Rules on alcohol will depend on the nature of the offence and are shown on the scale below.

A 'minor offence' is on the level of a brief unauthorised visit to a pub, a discreet unauthorised social drink etc.

A 'major offence' is on the level of drunkenness, flaunting of alcohol consumption, the drinking of spirits, selling alcohol, or any contravention of specific recent instructions about alcohol.

1 <sup>st</sup> minor offence	Saturday night Detention and removal of town leave for one week. For pupils in Year 9 and 10, a letter will be sent home.
2 <sup>nd</sup> minor offence <u>or</u> 1 <sup>st</sup> major offence	Headmaster's Detention and removal of town leave for one week. Letter to parents.
3 <sup>rd</sup> minor offence <u>or</u> 1 major + 1 minor	Internal suspension + Headmaster's Detention. Letter to parents. Removal of town leave for one week.
4 <sup>th</sup> minor offence <u>or</u> 1 major + 2 minor <u>or</u> 2 major offences	Suspension and letter to parents.

Beyond this point, any pupil may expect to be removed from the School for an alcohol-related offence.

Pupils will normally move automatically up the scale with each offence, but this may be variable at the Headmaster's Discretion.

## **ANTI-BULLYING POLICY** (draft with Governors December 2009)

### **Aims**

The staff and pupils at The Leys are fully committed to maintaining an environment in which a pupil can develop his/her own individuality with confidence and without fear of being bullied. We recognise that bullying can cause great psychological damage and can lead the victim to suicide, therefore, we will always be alert to the possibility of it occurring, and take action accordingly.

### **What is bullying?**

'Bullying' describes any behaviour by an individual or a group which is intended to hurt, humiliate, threaten or frighten another. It may take the form of physical, verbal or emotional abuse, or the abuse of another person's property. Verbal or emotional abuse can include racial, religious, cultural, sexual or sexist, homophobic, disability or cyber bullying i.e. via mobile 'phone, text message, email, social websites or using photographs. The school does not condone any form of initiation ceremony.

As with other aspects of school discipline, we aim to educate our pupils about bullying, as well as setting out a disciplinary procedure. We also hope to support both the victim and the bully, while still making it clear that no form of bullying is to be tolerated.

### **Education**

Our PSHE programme enables pupils to discuss the topic and assess the reasons why it happens, and the effects on both victim and bully. The influence of a good role model from senior pupils is also important.

## **Discipline**

Our first concern is to prevent bullying rather than punish bullies. Initial instances of bullying will generally be dealt with sensitively: it is important that the victim, or their peers, should feel able to go to House staff or other members of staff, knowing that they will try to resolve the matter by counselling both parties. Teaching staff will report incidents of bullying to the Housemaster/Housemistress of the victim. The Housemaster/Housemistress will follow-up the incident in an appropriate way and complete a *Bullying Incident Report Form* and pass it to the Senior Tutor.

Extreme or persistent bullying will be dealt with severely. The Headmaster and parents will be involved, and this may lead to suspension or expulsion.

Any damage to property must be paid for by the person responsible.

## **Support**

Pupils are regularly reminded that there is a range of people to whom they can turn in the first instance: Housemasters and Housemistresses, Tutors, teachers, the Chaplain, the Sisters in the Medical Centre, Prefects, the Headmaster and the Deputy Headmaster, the Independent Listener and others, including, of course, parents and friends.

Pupils are strongly encouraged to report bullying, either of themselves or of others. Protecting a bully by not reporting him or her never makes the problem go away.

If a pupil approaches a member of staff, confidentiality will always be respected as far as possible.

Where incidents of bullying occur, staff associated with those involved are made aware and asked to be vigilant, especially at times and in places where a recurrence is most likely to occur.

## **Training**

Staff are aware of this policy and house staff have guidelines for dealing with bullying incidents. Bullying is a topic of conversation in Housemasters Meetings and bullying is part of an ongoing cycle of InSeT training for teachers. Sensitive handling of difficult situations also forms part of the training for School Prefects and Deputy Heads of House.

### **Bullies must never be punished by bullying.**

Physical or verbal abuse directed at a bully is not an acceptable response.

## **ATTENDANCE POLICY**

The School now has a statutory obligation to register all pupils twice during the day; once first thing in the morning and again during the afternoon. All absences have to be recorded and classified as authorised (with reason and permission given), or unauthorised. Our Registration records are liable to inspection at any time by the DfEE.

## Principles

Parents of registered pupils have a legal duty under the Education Act 1996 to make sure that children of compulsory school age attend school on a regular and full time basis. Permitting unauthorised absence from school is an offence and parents may be reported to the Education Authority if problems cannot be resolved by agreement.

Every half day absence from School has to be classified by the School (not by the parents) as either *authorised* or *unauthorised*. This is why information about the cause of each absence is always required.

*Authorised absences* are mornings or afternoons away from School for a good reason (i.e. illness or other unavoidable cause).

*Unauthorised absences* are those for which no “leave” has been given and which the School does not consider reasonable. This includes keeping children off School unnecessarily, absences which have not been properly explained and **children who arrive at School too late to receive a mark in the register**.

Any problems with regular attendance are best sorted out between the School, the parents and the child. If a child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and may make things worse. It is often wiser to try to determine and deal with the cause of the reluctance.

In the interests of the pupil's welfare, parents are expected to contact the School at an early stage and to work with the staff in resolving problems together. This is nearly always successful. In exceptional circumstances problems may prove intractable and the School may refer the child to the Education Welfare Officer from the LEA. He or she will also try to resolve the difficulties by agreement but, if other ways of trying to improve the child's attendance have failed, these officers can use court proceedings to prosecute parents or to seek an Education Supervision Order on the child.

Alternatively, parents or children may wish to contact the Education Welfare Officer themselves to ask for advice. They are independent of the School. Their telephone number is available from the School Office or by contacting the LEA.

## Procedures

The School applies the following procedures in deciding how to deal with individual absences.

1. *Illness and other legitimate reasons.* If a child is unfit for school, parents should contact the House Matron on the first day of absence. The appropriate House Matron can be telephoned on the House number and a message left on the answerphone, if necessary. When the child returns, he or she must bring a written note to the Housemaster/housemistress, signed by a parent for each period of absence. Absences will not normally be authorised without this procedure. In exceptional circumstances, further evidence of a child's illness, such as a doctor's note, may be requested. Other reasons for absence must be discussed each time with the School to obtain permission and an Absit is

then issued in advance. It is not usually appropriate for the School to authorise absences for looking after other children, day trips, etc. Leave may, however, be granted in an emergency (e.g. bereavement) or for medical appointments which take place during School time.

2. *Holidays.* All holiday leave in term time is at the discretion of the Headmaster. Parents need to write to the Headmaster in plenty of time to seek permission.
3. *Lateness.* Parents are expected to ensure that children are present at Registration. Late arrival after Registration without good reason is counted as unauthorised absence. When late for Registration, children should report to their House Matron immediately on entering the School and proceed directly to lessons.

## **CATERING POLICY**

### **INTRODUCTION**

The School appreciates that a healthy diet is essential for maintaining and protecting children's health, thereby ensuring that they perform to their full potential during the school day. Our aim is also to help them establish a healthy lifestyle that, hopefully, will continue into adulthood.

We strive with the catering company we employ, Scolarest, to inform, encourage and provide the opportunities for children to enjoy their school meal times, develop good eating habits and lay the foundations for their future health.

Scolarest have used the Government's School Meal Standards as a basis to produce a well balanced, nutritional diet for all the children at The Leys.

### **PRACTICE**

Every day we try to give each pupil the opportunity to eat a balanced healthy meal, and items from each of the following groups are always available:

- Fruit and vegetables
- Bread, other cereals and potatoes
- Meat, fish and alternatives
- Milk and dairy foods
- Foods containing fat and sugar

The key factor in delivering our food policy is to provide as much variety as possible, thus ensuring everyone can mix and match their choices and personal tastes to produce a balanced meal. For the main meals of the day we offer:-

#### **Breakfast**

- A choice of cereals with semi-skimmed/whole milk
- Fresh fruit and grapefruit segments
- Yoghurt in low fat or virtually fat free varieties
- A hot option incorporating bacon, sausages or eggs
- Brown or white toast with preserves
- Tea, coffee and water

## **Lunch**

- Soup (66% being home made), rolls and butter
- A minimum of two hot meat/fish choices
- One hot vegetarian dish
- Cold vegetarian and meat proteins for salads
- Filled baguettes or wraps
- Potato (not fried), baked potato, two vegetables and baked beans
- Rice or pasta is served a minimum of twice a week at lunchtime
- A salad bar with lettuce, tomato, cucumber, mixed peppers and two composite salads
- One hot and one cold pudding plus yoghurt and fresh fruit
- Chilled water

## **Supper**

- Soup
- Two hot meat/fish choices
- One hot vegetarian dish
- Cold vegetarian and meat proteins for salads
- Potato (generally fried), baked potato, one vegetable and baked Beans
- Rice or pasta is served a minimum of twice per week
- A salad bar with lettuce, tomato, cucumber, mixed peppers and two composite salads
- Cake or ice cream
- Fresh fruit
- Bread, butter and jam
- Tea, coffee, squash and water

Our overall aim is to encourage the student to eat more bread, cereals, starchy foods, fruit and vegetables. These items are provided in more or less unlimited quantities. Conversely we try to discourage the consumption of fat, sugar and salty food. Meals are produced with recipes using less salt and sugar, leaving individuals to add if desired.

Wherever possible food is grilled or oven baked to avoid absorption of extra fat, whilst vegetables and potatoes are steamed to ensure the valuable nutrients are not lost.

Food hygiene is critical to any catering operation, no more so than here at The Leys where all our food handlers are trained to a certified level in basic food hygiene.

As food flows through the building, temperatures are monitored at every stage, from goods in to the finished product in the hotplate.

Reviews of our procedures are carried out at regular intervals by the catering team, also by external company and government inspections.

# **SAFEGUARDING AND CHILD PROTECTION POLICY**

## **INTRODUCTION**

The Leys fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and work with families, all staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring cases to the appropriate agency, normally the appropriate Child and Family Team (Social Care).

This policy sets out how the School's Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school and it applies to all staff and volunteers working in the School.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse.

SUPPORT TO PUPILS who may have been abused.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN.

## **1. PREVENTION**

1.1 We recognise that high self esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.2 The School will therefore:

- establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to;
- ensure pupils know that there are adults in the School whom they can approach if they are worried or in difficulty;
- include, in the curriculum, activities and opportunities which equip pupils with the skills they need to stay safe from abuse and information about who to turn to for help;
- include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life.

## **2. PROCEDURES**

2.1 We will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board "Safeguarding Inter-Agency Procedure" which should be used in conjunction with the Education Child Protection Procedures.

2.2 The Designated Person for Child Protection is Mr A. Erby. Mrs C. Wiedermann has also received designated person training.

2.3 The School will:

- a) ensure it has a designated senior member of staff, who has undertaken, as a minimum, the two day child protection training course accredited by the Local Safeguarding Children Board;

- b) ensure this training is updated every two years in accordance with government guidance;
- c) recognise the importance of the role of the Designated Person and ensure he has the time and training to undertake his duties;
- d) ensure there are contingency arrangements should the Designated Person not be available;
- e) ensure that the Designated Person will take advice from a child protection specialist when managing complex cases;

#### 2.4 The Role of Governors and School Staff

The School will:

- a) ensure every governor knows which governor oversees Safeguarding issues, the name of the Designated Person and his role.
- b) ensure every member of staff knows;
  - the name of the Designated Person and his role,
  - that they have individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the Inter-Agency procedures,
  - how to report a concern,
  - where the Inter-Agency Procedures and Education Child Protection Procedures are located.
- c) brief all new staff and provide basic child protection training for all staff every three years on a rolling programme so that they know;
  - their personal responsibility,
  - the need to be vigilant in identifying cases of abuse,
  - how to respond to and support a child who tells of abuse
- d) ensure that all staff recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

#### 2.5 Liaison with other Agencies

The School will:

- a) work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences and contributing to the implementation of any individual child protection plans. A child protection plan is an important tool for professionals to use in working together with families to achieve the necessary outcomes for children.
- b) notify the Social Care Team if:
  - it should have to exclude a pupil who is the subject of a child protection plan (whether fixed term or permanently);
  - there is unexplained absence of more than two days duration from school (or one day following a weekend) of a pupil who is the subject of a child protection plan; or agreed as part of any child protection or core group plan.

#### 2.6 Record Keeping

The School will:

- a) keep clear detailed written records of concerns about children (noting the date, event and action taken), even when there is no need to refer the matter to Social Care immediately;

- b) ensure all records are kept in secure and locked locations;
- c) ensure all relevant child protection records are sent to the receiving schools or establishment when a pupil moves schools.

#### 2.7 Confidentiality and Information Sharing

- a) Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required.
- b) The Headmaster or Designated Person will disclose any information about a pupil to other members of staff on a need to know basis only.
- c) All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- d) All staff must be aware that they cannot promise a child to keep secrets.

#### 2.8 Communication with Parents

The School will:

- a) undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this.
- b) ensure that parents and guardians have an understanding of the responsibility placed on the School and staff for child protection by setting out its obligations in school literature.
- c) encourage parents and guardians to voice any of their concerns to the Designated Person.

### **3. SUPPORTING THE PUPIL AT RISK**

3.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.

3.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

3.3 We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

3.4 The School will endeavour to support the pupil through:

- the content of the curriculum to encourage self esteem and self motivation;
- the School ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the School's behaviour policies aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which separates the cause of behaviour from the child, and deals with their behaviour. The School will endeavour to ensure that while some behaviour is unacceptable he/she is valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies who support the pupil such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service;
- a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interests to do so;

- recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection;
- vigilantly monitoring children's welfare, keeping records and notifying Social Care as soon as there is a recurrence of a concern.

3.5 When a pupil on the Child Protection register leaves, information will be transferred to the new school immediately. The Child review Manager will also be informed. We will follow the procedures for children that are 'Missing Children'.

### 3.6 Drug Use and Child Protection

#### 3.6.1 Children Using Drugs

The discovery that a young person is using illegal drugs is not necessarily sufficient in itself to initiate child protection proceedings. However, the School will consider such action in situations where there is evidence or reasonable cause, such as the following:

- belief that the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- belief that the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
- where it is suspected the misuse is being prompted by serious parent/carer misuse.

#### 3.6.2 Children of Drug Using Parents

Further enquiries and or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances;

- The parental misuse is regarded as problematic (e.g. multiple drug use including injection);
- A chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse;
- Children are not being provided with acceptable or consistent levels of social and health care;
- Children are exposed to criminal behaviour.

## **4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

4.1 The school will operate safe recruitment practices including ensuring appropriate CRB and reference checks are undertaken according to the DfES (now DCSF) document *Safeguarding Children and Safer Recruitment in Education* (2007).

4.2 The School will ensure that all staff and Governors are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.

4.3 The School will ensure that staff are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

4.4 Within a no-blame culture, the School will encourage employees to voice their concerns to the appropriate manager if they are worried about possible malpractice relating to Safeguarding.

4.5 The School will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in *Safeguarding Children and Safer Recruitment in Education*.

4.6 The School will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns are made to the relevant authorities and professional bodies and included in references where applicable.

4.7 The School will provide guidance for contactors and ensure that all workmen who are not members staff are either CRB checked or are properly supervised on site.

## **5. OTHER RELATED TOPICS**

### **5.1 Bullying**

Our policy on bullying is set out in a separate document

### **5.2 Health and Safety**

Our Health and Safety Policy, set out in a separate document, is reviewed annually by the Governors. It reflects the consideration we give to the protection of our pupils within the school environment and when away from school or undertaking school trips.

### **5.3 Children with statements of Special Educational Needs**

We recognise that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with multiple disabilities will be particularly sensitive to signs of abuse.

## **6. GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

6.1 The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

It will:

- Designate a governor for child protection who will oversee the school's child protection policy and practice and champion child protection issues;
- Ensure an annual report is made to the governing body, and copied to the Education Child Protection Service, on child protection matters to include changes affecting CP Policy and procedures, child protection training received, the numbers of incidents/cases (no names) and child protection in the curriculum;
- Ensure that this policy is annually reviewed, updated and sent to the Education Child Protection Service.

### **6.2 Extended Schools**

If the governing body provides services or activities outside normal school hours under the supervision or management of school staff, the School's arrangements for child protection as set out in this policy will apply.

Where services or activities are provided separately by another body, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the School on these matters where appropriate.

## **POLICY ON CURRICULUM**

The overall aim of the curriculum policy at The Leys School is the promotion of the individual intellectual and personal growth of each pupil to enable him/her to make the most of the opportunities offered at School and beyond.

The curriculum provides breadth, balance, and relevance to students. It also delivers progression in understanding, knowledge and skills. Pupils should encounter a variety of teaching and learning styles, and should expect reasonable provision to be made for their individual learning needs. Pupils will receive appropriate careers advice.

The curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. It provides access to a broad range of subjects at an appropriate level, and offers the opportunity for pupils to specialise in areas of strength. The ESOL and LS departments provide staff and pupils with the necessary help to access the curriculum. For any pupil with a statement the curriculum will provide education which fulfils its requirements.

The curriculum aims to promote opportunity and understanding regardless of gender, race or religion.

The curriculum will provide for high levels of speaking and listening, literacy and numeracy.

The curriculum will satisfy all regulatory requirements. An outline Curriculum Plan and commentary on the regulatory requirements can be found in the Curriculum Procedure.

### **Roles and Responsibilities**

The design of the curriculum is the responsibility of the Headmaster, Director of Studies and members of the SMT.

The implementation is the responsibility of Heads of Department and subject teachers. Heads of Department ensure that Schemes of Work accurately reflect the principles set out in this policy.

### **Monitoring, Evaluation and Review**

Curriculum provision is monitored annually by the Head and the Director of Studies. Heads of Department are responsible for conducting an annual review of the curriculum area for which they are responsible. An annual report is made to the Governors.

Evaluation of the curriculum will be measured against a range of indicators:

- Examination results
- Value Added data
- Destinations of school leavers
- Departmental Reports/Self Evaluation
- Annual meeting of Head of Departments with Director of Studies

## **POLICY ON DEALING WITH PARENTAL CONCERNS**

We welcome suggestions and comments from parents and we aim to deal fairly and properly with any concerns parents may raise within a reasonable time and in a courteous and efficient way.

### **“I am not sure whether to raise my concern or not?”**

If as parents you have concerns we would much rather hear them as soon as possible. If in doubt, you should contact the School as we are here to help.

### **“How should I raise my concern?”**

The obvious approach is to talk directly to an appropriate member of staff or to communicate the issue in writing or by telephone. Be as clear as possible about what is troubling you.

Most issues are best aired first with the Housemaster or Housemistress of the House to which your son or daughter belongs.

Alternatively you may wish to contact one of the following:

- a) for academic matters: Director of Studies, (who is able, for example, to put you in touch with appropriate Heads of Department)
- b) for pastoral or disciplinary matters: the Senior Tutor,
- c) for confidential matters: the Chaplain,
- d) for issues concerning the wider curriculum: Director of the Wider Curriculum,
- e) for medical matters: Sister in the Medical Centre
- f) for financial matters: the Bursar,

If you are not satisfied with the outcome or feel that your concerns have not been fully and fairly considered, then you should contact either the Deputy Head, or the Headmaster.

### **“What will happen?”**

If you raise something face-to-face or by telephone, it may be possible to resolve the matter immediately and to your satisfaction.

If you have aired your concern in writing we will aim to contact you within five working days, to respond to the issues you raise and explain how we propose to proceed.

In many circumstances, the person you contact will need to discuss the matter with a colleague and consider it further before responding. You will be given a date by which time you will receive a response. Where mutually agreed, a verbal response will be given. However, if a detailed exploration of the issues is needed, a written report will be sent to you as quickly as possible. This will seek to answer your concern, explaining the school's response and the reasons for it. It will also outline any action taken or proposed.

It is a regulatory requirement that the school keeps a record of any complaint and parents are entitled to request information on the number of complaints recorded over the last twelve months.

**“Can my concern be kept confidential?”**

We would like parents to have the confidence to be open with us. It is the School’s policy that the investigation of any concern should not rebound adversely on a child. For that reason, you can be assured your concern will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Headmaster and those directly involved. The Chairman of Governors may also need to be informed.

However, for legal reasons, we cannot entirely rule out the need to make third parties outside the School aware of certain issues and possibly also the identity of those involved. This would only be likely to happen where, for example, a child’s safety was at risk or it became necessary to refer matters to the police. You would be fully informed.

If the investigation of a parental concern leads to action having to be taken under staff disciplinary procedures, such action is handled confidentially within the School.

**“What if I am not satisfied with the outcome?”**

We hope that you will be satisfied with the outcome, or at least that your concerns have been fully and fairly considered.

However, if you are not satisfied, the Headmaster will offer to refer the matter to the Governors. Alternatively, you may yourself wish to refer the matter to the Governors directly by writing a formal letter of complaint . In this case the letter should be addressed to:

Chairman of The Leys Committee  
The Leys School  
Cambridge  
CB2 7AD

The Chairman will call for a full report from the Headmaster and will examine matters thoroughly before either responding in writing or inviting you to a meeting. You may wish to be supported by a friend.

If the meeting does not bring about a resolution, you will be offered the opportunity to have the issue referred to the School’s Conciliation Committee. This is normally a panel of three people who will have no prior awareness of the concern you have raised, one of whom at least will be independent of the management and running of the School. It is their task to look at the issues in an impartial and confidential manner. The Committee Convener will invite you to a meeting. This will normally take place within a fortnight of your request for referral to the School’s Conciliation Committee. You will be asked if there are any papers you would like to have circulated beforehand. All written submissions should be circulated at least 48 hours before the panel hearing. As with the Chairman’s meeting, you will be invited to bring a friend with you.

The findings of the panel will be communicated to you and any other relevant parties as soon as possible after the hearing. These will be sent by electronic mail and by post, and a copy kept confidentially in the school’s Complaints File. Unless there are exceptional circumstances leading to a delay, the panel will respond within 28 days of the initial complaint. The decision of the Conciliation Committee would be regarded as final. If you felt unable to accept its decision and

wanted to take the matter further, you would have the right to seek independent legal advice. In the case of a boarding pupil, you may also wish to contact Ofsted ([enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)).

**In all the above procedures the School recognises and acknowledges the entitlement of any parent to have their concerns fully considered because it hopes to work with all its parents in the best interests of the children and young people in its care.**

## **POLICY ON DRUGS**

The Leys policy towards Drug Abuse falls into three sections:

1. Education
2. Counselling
3. Discipline

In this policy, by the term **drug abuse**, we mean any use of an illegal drug, the non-prescribed use of a drug only available on prescription, or the use of any other substance in an improper fashion.

### **1. EDUCATION**

There is a comprehensive and coherent programme of education into the dangers of drug abuse. Primarily, this is part of the Personal and Social Education course, but the topic is covered, too, in Science and Divinity classes and in occasional lectures, and the Head of PSE has the task of co-ordinating the overall treatment of the subject.

### **2. COUNSELLING**

All members of staff have some pastoral responsibility and in this capacity may have the opportunity to counsel individuals who are, or have been, involved in some form of drug abuse, or who are concerned about their friends.

We realise that, when it occurs, drug abuse is a symptom of other psychological, emotional or spiritual needs, and every effort is made to enable pupils to talk about these - either to someone in School or to someone outside.

Within the School, Tutors, Housemasters and Housemistresses, the Chaplain and the Medical Staff all have a special part to play in this. Out of School, organisations such as Centre 33, a young people's counselling service in Cambridge, are also available.

### **3. DISCIPLINE**

Any pupil who is involved in drug abuse while under School discipline should expect to be dealt with severely.

The School Rules state:

*Anyone involved in buying, selling, possessing or using drugs (except under medical advice) will forfeit their right to remain at the School.*

In disciplining pupils, our main concerns will be:

- a) to deal severely with those who may be supplying drugs to others and/or encouraging others in drug abuse.
- b) to provide appropriate disincentives so that pupils may be discouraged from experimenting with drugs.
- c) to provide appropriate support for those who may have been involved in occasional drug abuse and wish to stop.

## **DISCIPLINARY PROCEDURES**

1. If drugs are found in School, or known to have been used in School, the Headmaster must be informed immediately. A person who volunteers an admission to having been involved in drug abuse could reasonably expect to be treated more leniently than someone caught in the act. If any pupil admits to a member of staff that they have been involved in drug abuse, they should be encouraged to tell the Headmaster.
2. Someone found to be in the possession of, and/or using drugs, will immediately be suspended pending a decision about his/her future.
3. In the case of someone found to have been bringing drugs into School, or selling drugs to others, expulsion will be the normal punishment.
4. In the case of someone found to be using drugs as a first offence, it may be possible to allow him/her to return to School after a period of suspension if
  - a) he/she is anxious not to use drugs again and
  - b) he/she is prepared to undertake random testing

The understanding would be that if he/she is found to have been taking drugs on a further occasion, he/she will then be asked to leave at once.

## **NOTES**

- a) Where there is reasonable cause for suspicion that a pupil may be involved in drug misuse, they will be asked to consent to a test and offered an opportunity to telephone a parent or guardian to discuss it. The purpose of the test will be to dispel suspicion quickly and discreetly, so that attention can be given to identifying other possible causes for the behaviour giving rise to concern, or to confirm the existence of a drug-related problem, for which support and counselling can be offered. (More detailed notes on Testing for Drugs are available to parents).
- b) At the beginning of the School year the majority of Boarders and some Day pupils have routine medicals. These may involve urine tests to eliminate diabetes and any underlying routine infections. In addition, a urine test is sometimes required if a pupil is ill as part of the medical investigations. These urine tests, which are organised by the School Doctor and Medical Centre staff, are not to be confused with urine testing for drugs, which is organised under the authority of the Headmaster. There will be no reference to urine tests for drugs on the pupil's permanent medical record.
- c) The Headmaster will normally inform the Police of any evidence of possession, consumption or supplying of an illegal drug, since it constitutes a criminal offence. In practice, the Police are likely to leave the School to deal with minor offences.

## **EATING POLICY**

Pupils are expected to eat meals in the communal Dining Hall, where a wide variety of fresh food, including ethnic, vegetarian and vegan alternatives, is served. Menus at The Leys are checked by a professional nutritionist, to ensure a satisfactory balance of dietary requirements. Salads and fresh fruit are available at all meals. In addition, all Boarding Houses offer facilities for cooking light snacks and beverages.

Diet and other related issues are taught as an integral part of the School's personal and social education programme. Individual advice on diet is also available from the School Doctor, and the Sisters in the Medical Centre are happy to answer questions or offer any further advice needed.

The Food Committee and School Council, both pupil representative bodies, regularly discuss matters concerning the School meals and the Dining Hall.

Eating disorders are the way that some people try to cope with the demands that life seems to put on them. The most commonly known eating disorders are Anorexia Nervosa, Bulimia Nervosa and Compulsive Eating Disorder. It is often those who set themselves the highest standards who are most at risk of being affected by these disorders. We believe as a community that early recognition and prompt and tactful intervention is essential, to prevent the possibility of long term damage. Sufferers have contradictory emotions that make them difficult to live with, affecting relationships.

At The Leys specialist and non-specialist staff are on hand to listen, diagnose, advise and support in an open-minded and non-judgemental way. Medical, House and Games staff regularly attend in-service courses dealing with eating disorders; small workshops led by outside professionals in the field are organised in conjunction with a specialist unit in Cambridge. Counselling is available so that patients' wider concerns may be aired and explored. In severe cases referral can be made to specialist units.

All pupils are weighed on entering School and annually thereafter. Random checks are made of those attending meals and House staff will follow-up absences, initially to ensure that missed meals are not a consequence of a rushed changeover between lessons, or poor time management on the pupil's part. If there is a continuing pattern of missed meals, parents will be informed and House staff will approach the pupil on a pastoral level.

## **POLICY ON EDUCATIONAL VISITS AND EXCURSIONS** (draft with Governors December 2009)

### **A Rationale for trips**

Trips provide a valuable educational extension to both the academic and the wider curriculum. They support Key Aims for the school, by offering excitement in academic study, increasing exposure to sporting, cultural and creative opportunities, widening pupils' range of experience, allowing them to develop in mind and body and building their self-esteem.

Trips offered by the School should cover a wide range of academic and wider curricular activities, within a range of cost that attempts to take into account the financial circumstances of all pupils' families, thus allowing access for most pupils to the valuable educational experience that trips provide.

### **Planning and controlling trips**

Persons in charge of school trips have an important role to play. Not only are they responsible for the safety of the pupils in their care, they are also the Headmaster's representative. They must always bear in mind that the behavioural standards displayed by the group in their care will not only have an effect on pupil safety, wellbeing and benefit from the trip but will also ultimately reflect on the whole school.

Proper and timely completion of the paperwork associated with a trip is essential to its success and to the wellbeing of all participants. Trip leaders should make themselves familiar with the content of the school booklet "Guidance for Trip Leaders". Where the guidelines set out in this booklet are followed, benefits to pupils from a trip will be maximised and the risks will be reduced to a minimum. What follows is devoted to highlighting certain major health and safety aspects of trips, considered in Packs A and C of the booklet.

### **General safety considerations**

Trip leaders must ensure that both they and other staff within their group have the skills, qualifications and other abilities to control the activities that will be undertaken. A thorough understanding of matters affecting safety is essential. General safety issues for consideration include:

- The areas, times and activities of potential risk.
- Standards of behaviour and conduct.
- Organisation e.g. communications, meeting times and group movement.
- Supervision arrangements.
- Implications of changes in the weather.
- Methods of transport.

### **Fire prevention and control**

"No smoking" rules must be observed. Smoking in buildings and tents is a particularly serious offence. Trip leaders and accompanying staff must be aware of fire alarm procedures, position of fire fighting equipment and emergency exits in each of the locations where pupils are accommodated. They must ensure that the pupils are aware of these.

## **Accidents and illness**

Accidents and illness may require the application of first aid, but proper medical assistance should be sought in appropriate cases. In case of hospitalisation, sufferers should be accompanied by an adult they know and arrangements should be made for regular visits. Accidents involving injury to an individual require that the party leader (or other adult at the scene) make a contemporaneous written record of the exact circumstances of the incident, listing all relevant factors, including diagrams where helpful. Such records should be retained and used in support of a report to the Bursar on return to school.

## **Emergency Procedures and Legal matters**

Staff must be aware of and comply with the information about Emergency Procedures contained within the booklet. These are designed to ensure the rapid transfer of information leading to specialised assistance. Only the Headmaster (or a person designated by him) will deal with the media. Under no circumstances should a trip leader or accompanying staff discuss or admit any liability in the case of any accident, injury or other serious incident.

Under Common Law, staff have a duty of care to look after pupils who are under their control and trip leaders will often be “in loco parentis”. The actions that trip leaders and accompanying staff take to safeguard the wellbeing of pupils on a trip should encompass everything that a responsible parent would be doing under similar circumstances. Areas of Statute Law, such as the Health and Safety at Work Acts has implications for trip leaders and accompanying staff, about which they should make themselves aware through the assistance of the School’s Health and Safety Officer.

## **EQUAL OPPORTUNITIES POLICY**

### **MEMBERS OF STAFF**

1. The Leys School is an equal opportunities School. We treat job applicants and members of staff in the same way regardless of their gender, marital status, race, colour, religion, ethnic or national origin or disability.
2. All members of staff are requested to co-operate to ensure that the policy is implemented in full. The School aims to manage staff problems fairly.
  - a) Disabled Persons: where a disabled person applies for a post or a member of staff becomes disabled, the School will, where possible make reasonable adjustments to remove the disadvantages faced by the disabled person.
  - b) Discipline: any member of staff who discriminates against or harasses any other member of staff or any pupil on the grounds of race, sex or disability will be subject to the School’s disciplinary procedures. Such behaviour may well constitute gross misconduct and could result in summary dismissal.
  - c) Grievances: any employee who believes he or she has received less favourable treatment on grounds of sex, race or disability is asked to use the school’s grievance procedure.

## PUPILS

1. The Leys School is an equal opportunities School. We treat current and prospective pupils in the same way, regardless of their gender, race, colour, ethnic or national origin.
2. All members of staff and all pupils are requested to co-operate to ensure that the policy is implemented in full. The School aims to manage pupil problems fairly.
  - a) Admissions: the School's admission criteria are objective and are consistently applied. They focus on the prospective pupil's academic and all round potential and his/her School record. Race and sex are not part of the criteria applied.
  - b) Discipline: any pupil who discriminates against or harasses any other pupil (or member of staff) will be subject to the School's disciplinary procedures. Such behaviour could result in the pupil being asked to leave the School.
  - c) Grievances: any pupil (or his/her parent on his/her behalf) who believes he or she has received less favourable treatment on grounds of race, sex or disability should first raise the issue with his or her Housemaster/mistress.

## EXCLUSION POLICY

### 1. Terminology

Pupils may be excluded from a school for a number of reasons, including those which are medical, financial or disciplinary. Non-exhaustive examples of the sorts of behaviour that may result in expulsion, suspension or removal are set out in the School Rules, as amended from time to time. The definitions below refer largely to exclusion for serious breaches of discipline.

- a. **Expulsion** means the formal and permanent exclusion of pupils.
- b. **Suspension** means the exclusion of pupils either:
  - i. As a precautionary measure and to allow an investigation to be carried out, after which there will be a decision; or
  - ii. As a punishment and for a finite period, after which they will be reinstated.
- c. **Removal** means the requirement of parents/guardians that they remove pupils from the School. However, the School will continue to provide support and allow the pupil to visit as an Old Leysian. Removal may be as a result of serious breaches of discipline. It may also be applied in very different circumstances, such as pupils not making sufficient progress.

### 2. Legal Issues

The School endeavours to operate its Exclusion Policy in accordance with the following principles of natural justice:

- a. Pupils are not pre-judged.
- b. Procedures are fair, unbiased and impartial;
- c. All necessary investigations are carried out;
- d. Pupils and parents/guardians are given the opportunity to be heard; and
- e. Pupils and parents/guardians are informed of the consequences of exclusion and of a review mechanism.

### The Disciplinary Procedure

#### A Conducting an Investigation

In the event of the report or suspicion of a serious breach of discipline occurring, an investigation

should be conducted by a senior member of staff. This may include:

- a. gathering evidence;
- b. segregation of pupils;
- c. interviews with pupils, members of staff and others;
- d. liaison where appropriate with parents/guardians and other agencies [eg police, social services]

In gathering evidence apart from interviews, searches of pupils' rooms etc should only be conducted with their permission unless a search is deemed necessary without their consent, for example in order to protect others or to prevent disorder or crime.

It may be necessary to segregate pupils on the School's premises, in which case they may be accompanied by a member of staff at all times. The School will reserve the right to confiscate a pupil's mobile phone or other means of remote communication in such circumstances for such period as it reasonably deems necessary, to ensure reliable segregation. An alternative is to suspend them. In either case they should be told the reason for their segregation/suspension.

There are no hard and fast rules about who should be present at an interview. However, in the case of an apparently serious disciplinary matter, it is prudent to follow these guidelines: inform the pupil of the case against him and ensure that there is another member of staff present to note the main points of the interview in writing and to act as a witness. In addition, if the pupil so wishes, the Housemaster, Housemistress, Assistant or Tutor may be present to offer moral support. The date, start and end times should be noted carefully. Following the interview, the main points should be read over to the interviewee, amended if necessary, and initialled by the person conducting the interview.

It is usually appropriate for investigations to be completed before parents/guardians or other agencies are contacted. When an investigation has been completed and before a hearing takes place, the following questions should be addressed.

- a. Are further enquiries needed?
- b. Would an objective bystander consider the proceedings fair?
- c. What is the pupil's standing in the School [disciplinary record etc]?
- d. Is it appropriate to hold a disciplinary hearing?
- e. Who should be notified of the outcome of the investigation?

In most cases, the School may consider it appropriate that, given the seriousness of the alleged offence, the pupil should be suspended until a decision is made following a hearing with the parents. Any such decision to suspend would normally be communicated to the pupil by the Head or Deputy Head in a meeting with the Housemaster or Housemistress present. It would not normally be appropriate for the parents to be present at this meeting, although they would of course be invited to attend the subsequent hearing.

#### B Notifying Pupils, Parents/Guardians et al

As soon as possible after the investigation is completed, the Head, after consultation with the Chairman of Governors, will write to the pupils concerned and their parents/guardians, notifying

them of the allegations and the disciplinary sanction/s that could be imposed, providing copies of the evidence obtained and setting out details for the hearing (date, time, place, purpose and who will be attending). The hearing will normally take place within a fortnight of the completion of the investigation. The parents may also write to the Head setting out any evidence or argument of their own. All written submissions must be presented at least 48 hours before the hearing. In the case of potential expulsion or removal, a person with parental responsibility should accompany pupils to the hearing. The pupil and parents/guardians may be accompanied by a friend or member of staff.

### **3. The Hearing**

The hearing will generally be taken by the Head or, in his absence, by the Deputy Head. At the hearing, there should be:

- a. a description of the alleged offence and the disciplinary sanction/s that could be imposed;
- b. an explanation of how the hearing will be conducted and the role of those present;
- c. a summary of the evidence;
- d. an account of the pupil's version of events;
- e. an opportunity for the pupil and his parents/guardians to be heard and ask questions;
- f. an explanation of the review procedure that applies if a disciplinary sanction is imposed.

What is said at the meeting should be noted by a senior member of staff whose role is to record the main points and to act as a witness.

### **4. The Decision**

In all but the most straightforward cases, the Head will adjourn the hearing before notifying the pupil and parents/guardians of the decision. The decision may be communicated face to face and will always be confirmed in writing, normally within 3 working days of the hearing. The letter will state the decision in relation to the charge (or each of them), the sanction, when it takes effect, the reasons and to whom the parents may request a review, together with the deadline to do so. The letter will also offer support, if appropriate.

In accordance with established procedures, the Head should notify the Chairman of Governors of the decision to expel or require the removal of a pupil, at the appropriate time. No other details of the case should be notified to governors pending a review.

Other agencies may be notified at any stage of the procedure, as and when necessary and appropriate.

## **THE REVIEW PROCEDURE**

### **1. Applying for a Review**

Where a pupil has been expelled or where a parent/guardian has been required to remove a pupil, the parent/guardian may ask for the decision to be reviewed.

A review will consider:

- (i) whether the facts of the case, so far as they relate to the pupil, were sufficiently established before the Headmaster the standard of proof being the balance of probabilities
- (ii) whether the sanction imposed by the Headmaster was reasonable in all the circumstances

It is important for all those concerned to understand that the review panel will not hear any new evidence. The panel will only consider the material that was before the Headmaster at the disciplinary hearing and a decision will be made on points (i) and/or (ii) above.

The review will be conducted by a Review Panel, consisting of two members of the Board of Governors and one person who is independent of the running of the School. No member of the Review Panel should have previous detailed knowledge of the case. The panel will not normally include the Chairman of Governors.

The review procedure is as follows:

- a. A request for a review should be in the form of a formal application made to the Clerk to the Governors (the Bursar) and made within three working days of receipt of the decision to expel or require removal of a pupil, using the Request for a Review Form. (Request for Review Forms should be provided with the Head's decision).
- b. The review hearing will normally take place within 10 working days of notification of the decision.
- c. Each member of the Review Panel and parents/guardians, will be supplied with copies of any relevant documentation.

### **3. The Review Hearing**

The review hearing will normally take place at the School. Those present, will normally be the members of the Review Panel, the Head, the parents/guardians, the pupil and the Clerk to the Governors.

The parents/guardian and pupil may be accompanied by a friend and by a member of the School staff if desired. The Head may also ask a further member of staff to attend. No legal representation on either side is appropriate.

The proceedings will be chaired by the chairman of the Review Panel and will be conducted in an informal manner. All statements made at the hearing will be unsworn. The proceedings will not be recorded except in the form of minutes of the main points taken by the Clerk to the Governors. All present will be entitled to write their own notes. All those attending the hearing are expected to show courtesy, restraint and good manners. The chairman may at his discretion adjourn or terminate the hearing.

The Review Panel will consider each of the points raised by the parents/guardians and pupil, so far as these are relevant to:

- i. whether the facts of the case, so far they relate to the pupil, were sufficiently established before the Headmaster, the standard of proof being the balance of probabilities;
- ii. whether the sanction imposed by the Headmaster was reasonable in all the circumstances.

The decision of the Review Panel will be final. It will be notified to the parents/Guardians and the pupil, by the chairman of the panel or by the Chairman of Governors by letter or telephone, within three days of the hearing being concluded.

## **HEALTH AND SAFETY POLICY STATEMENT**

Overall responsibility for Health and Safety at Work (HSW) is vested in the Governors of the schools, as we are the principle employers under the Health and Safety at Work etc. Act 1974.

This HSW Policy Statement reflects our commitment to the health, safety and welfare of all employees, and applies equally to schoolchildren / students, contractors, agency employees and visitors to the school.

To enable these duties to be carried out we will ensure that responsibilities for health and safety matters are clearly assigned, accepted and fulfilled at all levels within our organisational structure.

We have appointed The Bursar as the principle person responsible for HSW within the school. Within The Leys he is assisted by the Facilities Manager and the Health and Safety Manager. They will assist Heads of Department and other Senior Managers with the implementation of the Policy; to facilitate this they will be allowed access to the use of expert health and safety advice whenever appropriate.

The schools HSW organisation, procedures, safety monitoring and notices are defined in the School Policy Control Document for Health and Safety.

### **We will so far as is reasonably practicable ensure that:**

- Adequate resources are provided to maintain our health and safety arrangements.
- Risk Assessments are carried out and periodically reviewed.
- Safe Working Practices / Safe Systems of Work are provided and maintained.
- The arrangements for use, handling, storage and transportation of substances are safe.
- All employees receive information, instruction, training and supervision to ensure their safety.
- Where appropriate (as noted in risk assessments) employee health surveillance will be provided.
- All facilities at the School are safe, with safe access and egress.
- All plant, machinery and equipment are maintained in a safe condition.
- Adequate provision is made with regard to welfare arrangements.
- Regular Inspections / Audits are carried out to maintain agreed standards.

### **Employee's duties. It is the duty of all employees:**

- To take reasonable care for their own health and safety and that of others who may be affected by their acts or omissions at work and to co-operate with us in fulfilling our statutory duties.
- Not to interfere with or misuse anything provided in the interest of health, safety and welfare.
- To promptly report any defect, accident or incident that is liable to affect health and safety.

### **General**

- This Health and Safety Policy Statement will be reviewed at least annually.
- We seek to maintain effective procedures for consultation and communication on all matters relating to health, safety and welfare.

- Further information can be found in the Policy Control Document for Health and Safety which can be found on the school intranet.

## **POLICY ON LEARNING DIFFICULTIES**

A child has a “*learning difficulty*” within the meaning of s.312(2) Education Act 1996 if s/he has a significantly greater difficulty in learning than the majority of children of his/her age; or a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of that age. The aim of this policy is to explain the responsibilities we are able to accept, the support we are able to provide and also the responsibilities of parents in relation to pupils who may at any one time experience learning difficulties.

The school has a Policy on Accessibility, in line with Part III of the Disability Discrimination Act, which is closely linked to this Policy.

## **BACKGROUND**

A number of pupils in mainstream independent schools such as ours, show signs of having a learning difficulty, in one or another subject area, for which suitable educational provision is needed.

Learning difficulties may affect children who are of a high underlying cognitive ability equally as those of lower academic ability.

- The expression “*learning difficulty*” covers a wide variety of conditions and may include dyslexia, dyscalculia, dyspraxia, attention deficit disorder and semantic processing difficulty. It may also include those who have problems with their eye-sight or hearing, or who have an autistic disorder.
- Parents are expected to give the School complete information about any learning difficulties identified at previous schools or elsewhere and to provide the School with up-to-date relevant professional information.
- Learning difficulties are sometimes genetic in origin. Parents are therefore asked to inform the School of any learning difficulty that has at any time affected them or any of their children or close relations.

## **SCREENING FOR PUPILS**

The law imposes on schools a responsibility both for the physical well-being and the educational needs of pupils whilst in the care of the School. For this reason and also as a matter of good practice, we have introduced a system of screening all pupils in Year 7 and Year 9. The cost of screening (but not the cost of any subsequent assessment) will be included in the termly fees.

It is important for parents to understand that these are “screening” and not diagnostic tests. At best, they will reveal the need for a diagnostic test which could then lead to a formal assessment to be carried out by an educational psychologist.

## **OUTCOME OF SCREENING**

The outcome of the screening tests will only be reported to parents if a learning difficulty is suspected.

If a learning difficulty is suspected, we will recommend to parents that a diagnostic test is carried out. If appropriate this may (as long as agreed by parents) be followed by a period of extra support teaching within the School followed by further review. In some cases a referral to an educational psychologist or other relevant professional may also be recommended.

In every case the decision as to the course of action will be that of the parent, with advice from the School if required.

## **SPECIAL EDUCATIONAL PROVISION**

The School makes educational provision for a small number of pupils with mild learning difficulties through employed or visiting special needs teachers

Further details of this provision and its cost to parents will be provided during consultations at the appropriate time.

The right is reserved following consultation to require parents to withdraw a child from the School in any case if, in the opinion of the Headmaster:-

- the child is reported to be in need of assessment or additional or remedial teaching or medication to which a parent does not consent; or
- the learning difficulties require teaching or medication which, in the opinion of the Headmaster the School is unable to provide or manage; or
- the pupil has special needs that make it unlikely s/he will be able to benefit sufficiently from the mainstream education and facilities provided at the School.

Withdrawal of a pupil in these circumstances would not incur a charge for fees in lieu of notice. Any deposit paid in respect of the child would be credited to the account.

The cost of assessments, professional advice and remedial teaching is payable by parents in addition to normal fees. Fees paid for additional or remedial teaching will not be refunded under any circumstances.

Parents may opt for remedial teaching to take place outside the School provided the Headmaster is satisfied with all the arrangements including travel, timing and delivery to the pupil of the remainder of the curriculum.

## **THE LIABILITY OF THE SCHOOL**

Unless negligent under the terms of this policy, the School accepts no responsibility to the pupil or parents caused by or arising out of any failure to detect or refer a learning difficulty or other condition or situation of special need.

## **MISSION STATEMENT AND AIMS**

To provide a first-class boarding and day education for boys and girls, building their confidence by enabling them to fulfil their potential academically, culturally, physically, spiritually and socially, in a Christian community where each one is seen as a unique individual.

### **Aims**

- To offer a broad curriculum which is both attractive and educationally sound, and to guide all pupils towards their highest possible examination grades, while at the same time opening their eyes to the excitement of academic study and independent learning.
- To ensure that all pupils are exposed to a programme of sporting, cultural and creative opportunities, in order to widen their range of experience, to allow them to develop in mind and body, and to build their self-esteem through the achievement of high standards.
- To create an environment, both in Houses and in the School, where pupils feel that they are understood, valued and supported through a combination of encouragement and discipline, where they can grow in confidence, and are helped to find their own spirituality and a deeper appreciation of their world.
- To engender in young people Christian qualities such as compassion, generosity of spirit, mutual respect and a sense of service to others.
- To provide public benefit by enabling access to The Leys for pupils from diverse social and cultural backgrounds, and to promote the good reputation of The Leys locally, nationally and internationally.
- To employ and retain first-class staff, and develop systems and resources in a sustainable manner which will enable them to provide the best possible educational experience for young people.

## **NETWORK ACCEPTABLE USE POLICY**

### **Preamble**

The School maintains a data network, providing access to the Internet, and permitting the use of the worldwide web and email by both staff and students. The use of modern communications technology offers considerable benefits and risks to users. This policy describes both acceptable and unacceptable use, and explains how the School attempts to ensure a safe working and learning environment.

### **Aims**

1. To encourage all members of the School community to understand the potential of the Internet, and of Information and Communications Technology.
2. To ensure that all members of the School community understand the proper uses of the technology provided.
3. To ensure that all users of the School's computers and network understand the measures that the School takes to deter and prevent abuse of its systems.

## **Acceptable Use**

All acceptable use is subject to published rules and guidelines, which must be read together with this policy. The School's computers and network may be used in general to support learning and teaching activity as follows:

- Research.
- Communications with individuals and communities (e.g. via email, blogging, instant messaging, forums and social networking websites).
- Participation in teaching and learning communities and professional forums.
- Sensible use of e-commerce websites and Internet banking facilities (with caveats below, and in the rules and guidelines).
- Accessing news and information services.
- Members of the School community living on campus may make sensible use of the network for recreational purposes at times when they are free to do so, without prejudicing the ability of others to engage in educational activity.

## **Unacceptable Use**

You may not use the School's computers or its network for any of the following activities:

- Defamation, spreading of malicious gossip, or communications intended to malign any individual's character.
- Storage or transmission of false accusations or statements, or falsified data.
- Propagation of material which may be used for discrimination.
- Storage or transmission of material which could embarrass an individual, or reveal personal information in breach of the Data Protection Act 1998.
- Any activity which may be construed as bullying.
- Operation of a business.
- Any attempt to gain access to confidential data, whether stored on School systems, or on the Internet.
- Any attempt to intercept another person's email or communications.
- Any attempt to impersonate another person, such as sending of email purporting to be from another person (NB this is a criminal offence).
- Plagiarism – copying the published work of another person without permission or attribution.
- Any illegal activity.
- Any attempt to attack a computer system by compromising its security, or spreading of viruses or other “malware” infections.
- Any attempt to publish material which might damage the reputation of the School.
- Sending or gathering of material which may be considered harmful, e.g. pornographic or violent material, or material depicting the causation of harm.
- Any activity which causes the denial of usual network service to others (e.g. intensive downloading and network gaming can cause network congestion).
- Any activity which causes the School's IT Department substantial distraction from its proper business of providing support to the community.

## **Rules and Guidelines**

The substance of this policy is expanded upon in documents published by the School, laying out guidelines for staff (Staff Handbooks), and rules for students (Pupil Handbook). It is expected that staff and students will be familiar with both the policy and the rules and guidelines.

## **Sanctions**

Any pupil breaching the School's rules or this policy will face disciplinary measures in proportion to the nature and scale of the breach. This might vary from a detention, or a suspension of network access privileges, through to expulsion, in the extreme. Any breaches of this policy, or the staff guidelines, by a member of staff will be handled under the School's Disciplinary Procedure.

## **Measures to deter and prevent abuse**

The School's IT Department maintains the following measures:

1. Security policy is applied at our firewall; data transfers into and out of our network are logged.
2. All web traffic is passed through a filter, which embeds a security policy. Logs of web browsing activity are retained for inspection.
3. All email is passed through a "spam" filter.
4. Logs are maintained of who has signed in to the network, and at what time.

The IT Dept may also deploy new tools at any time to improve the security of the network as directed by senior management, or as planned improvements. Inspection of logs is only performed when there is a problem or an incident under investigation. The IT Dept will inspect the email account of a pupil if there is a problem or incident to investigate, and with the authority of a member of Senior Management. The IT Dept will not inspect the email account of a member of staff without their permission, except where a problem or incident requires, and then, only on the instruction of a member of Senior Management.

## **Liability**

The School will not be liable to students, parents or staff for actions of individuals in contravention of this policy. The School does not guarantee email and Internet services to its community: network services provided by the School are engineered to provide maximum availability, but they are all subject to unexpected interruption in the event of equipment or power failure.

## **POLICY ON NO SMOKING**

The Leys has a no smoking policy, and pupils are not allowed to smoke while under School jurisdiction. Given the clear evidence that smoking is extremely dangerous to one's health, the School aims to discourage pupils from smoking, through a combination of health education and appropriate disciplinary sanctions.

## **Health Education**

The Personal Social and Health Education programme includes a discussion about the dangers of smoking, supported by teaching within the Biology syllabus about the effects of smoking. Information and support are also available from the Medical Centre and the School Doctors.

## Sanctions

- (a) Sixth Formers caught smoking will be viewed rather less seriously than those in lower years. The aim will be to discourage smoking by making it an even more expensive activity.
- On the first occasion Sixth Formers are caught, a fine of £10.00 will be imposed, payable to the Senior Tutor, to be donated to Cancer Research UK. On the second occasion there will be a fine of £15.00 and a letter will be sent to parents.
  - On the third occasion there will be a fine of £20.00 and a recommendation that they have a talk with the School doctor about how and why to stop smoking.
  - On the fourth occasion, and subsequent occasions, there will be a further fine of £20.00.
  - In the case of pupils not being able to pay the fine, their parents will be contacted to ask if they are prepared for the fine to be placed on the School bill. Parents are recommended to recoup the money involved from their son/daughter's allowance.
- (b) Those in the Lower and Middle School who are caught smoking will be treated more severely. The aim will be a rather stronger line against smoking, working in partnership with parents.
- On the first occasion they are caught a fine of £10.00 will be imposed, payable to the Senior Tutor, and donated to Cancer Research UK, and a letter sent to parents.
  - On the second occasion there will be a fine of £15.00 and a further letter to parents.
  - On the third occasion there will be a fine of £20.00 and a requirement that they have a talk with the School doctor about how and why to stop smoking, and a further letter to parents with a warning about the action that will be taken if there is a further incident.
  - On the fourth occasion, the pupil concerned will be sent to the Headmaster. He will require the pupil to take part in a de-addiction course, and a letter to parents informing them they will be charged for the course. Parents will be invited to come in to discuss the situation with the Headmaster.
- As in the case of Sixth Formers, when a pupil is unable to pay a fine, their parents will be contacted to ask if they are prepared for the fine to be placed on the School bill.
- (c) For all pupils, smoking in a School building will be treated as a very serious offence because of the fire risk involved. The normal punishment for a first offence will be internal Suspension, together with a fine, with more serious action taken in subsequent cases.
- (d) Pupils found to be in the company of smokers, but who are not smoking themselves, will be subject to the same sanctions as smokers, outlined above. The reasons for this are threefold. The first is to deter non-smokers from drifting into smoking in a gradual way. For many teenagers, smoking is a social activity and non-smokers can become smokers through the process of being associated with smokers and meeting with them when they smoke. The second is a practical one. When pupils are gathered in a group, it is often difficult to distinguish between one who is genuinely not smoking and one who has been alerted and quickly drops their cigarette. Thirdly, large gatherings of smokers are damaging to the reputation of the school.
- (e) Possession of smoking materials is forbidden. Pupils found in possession of smoking materials will be subject to the same sanctions as smokers, outlined above.

## **PERSONAL, SOCIAL and HEALTH EDUCATION** (draft with Governors January 2010)

The development of young people to mature and responsible adulthood is achieved by a variety of processes influenced by background, upbringing, family life, friends, the community, the Church and society as a whole, including increasingly, the media. Amongst these various influences, we believe that the School has a vital role to play. We believe that the School's role will be most effective if it is seen as a partnership with parents, and that each aims to complement and support the other in helping young people cope with the physical and emotional aspects of growing up and in preparing them for the responsibilities that mature adulthood brings.

The development of mature, responsible adults is a concern of every aspect of education at The Leys; Housemasters and Housemistresses share with Tutors, the Chaplain and the Medical Centre, and indeed with all the staff, responsibility for the social, moral and spiritual development of those in their care. The boarding environment, ethos and community life of the school provide opportunities for all pupils to understand the difference between right and wrong and the consequences of their actions. The presence of pupils from overseas encourages an understanding of different cultures.

Personal, Social and Health Education includes social and moral education and self-awareness. Two particular aspects of this are sex and relationships education, and education in healthy living, including learning about drugs and alcohol, knowledge of public institutions and community services and facilities available to pupils. For The Leys as an institution, the values involved find their source and inspiration within the Christian faith, although it is recognised that individuals in the School community may not share this belief, and for them the justification for these values may be found elsewhere. Nevertheless, it is assumed that there is general agreement that the purpose of Personal, Social and Health Education should be to develop personal responsibility and respect for others. This includes the development of self-respect and self-esteem and responsibility for the proper development and health of one's own body. It also includes a recognition of the value of other people and an appreciation of the importance within relationships of honesty, trustworthiness, kindness and love. These qualities will be expressed, implicitly and explicitly, through individual and corporate behaviour and attitudes.

Personal, Social and Health Education is delivered in a variety of ways throughout the 11-18 age range. It is a cross-curricular concept and is part of some subject curricula, most particularly Divinity, Biology, English and Drama. In addition there is a specific PSHE programme that includes lectures, seminars, videos and group discussions, both in House and year groups. The aim is twofold: (i) the transmission of essential information to enable informed decision-making and (ii) the encouragement of the student to a personal view on all matters discussed. There is ample opportunity for the asking of questions and the testing out in discussion of different points of view, all within a context in which students feel that their own views are respected and taken seriously.

## **POLICY ON RELATIONSHIPS**

It is not the School's intention to put the emphasis on the disciplinary aspect of this part of school life. It is our intention to encourage pupils to form friendships which are relaxed, natural and mutually respectful. We would like to feel that a pupil of The Leys will develop a balanced, valuing and caring attitude towards other people. It is hoped that the PSE programme will contribute to such a healthy view of relationships.

At the same time, it is important that pupils understand that the School has a responsibility to parents and to the pupils themselves, to ensure that relationships are not promiscuous nor to the detriment of the schooling of any of the pupils. For this reason it is felt advisable to publish a policy stating what is acceptable and what is unacceptable in this context.

If two pupils have a special or romantic friendship, they should be aware that:

1. Obvious displays of intimacy in public are unacceptable, as these are unhelpful to the working atmosphere and community life of a school.
2. Extremes of intimacy or sexual activity must be regarded by the School as a serious breach of discipline, and could in certain cases, lead to expulsion.

The above also applies if a pupil has a relationship with someone who is not a member of the School.

A relationship between two pupils who are more than two years apart in age may put the younger pupil under pressure, and is therefore not considered appropriate.

Again, it is stressed that it is not the School's wish to emphasise the disciplinary side, but as a co-educational establishment, we must try to pre-empt problems.

The School wishes to be supportive and sympathetic in guiding pupils in this matter. Pupils who seek confidential advice may always go to the School Doctors, Chaplain, House Staff or indeed any member of Common Room.

## **OTHER POLICIES**

The following Policies and Procedures can be obtained by contacting the School Office:-

Accessibility Policy	Procedures for taking an overnight trip
Access Statement	Pupil handbook
Admissions Policy	Health and Safety Organisational details
Assessment and Achievement	Child Protection Procedures
Bursaries Policy	Duties of Designated Person i/c Child Protection
Data Protection Policy	Guidelines to follow in the case of a Bullying Incident
Pastoral Care	
Security Policy	

## PROCEDURES, PROTOCOLS AND RULES

The Procedures, Protocols and Rules are set out in alphabetical order: Bounds, Curriculum Plan, Games Committee, Medicines, Off Games, Punishments, and Road Safety.

### BOUNDS

#### BOUNDS WITHIN THE SCHOOL

1. Other than during the normal school day, the following buildings are out of bounds unless accompanied by a member of staff: The Thomson Building; the Swimming Pool; The Workshops and the Sports Hall.
2. Pupils may only visit communal areas of another House.
3. Visitors from out of school are only allowed in Houses, with permission, at times when pupils may visit town (see item 3 above.)

#### BOUNDS OUTSIDE THE SCHOOL

*In the following, if there is a reference made to permission being required, this should be obtained from your Housemaster or Housemistress. You will be told if it is necessary to see the Headmaster in a particular case.*

4. The School site consists of the area within its perimeter fences on Trumpington Road, Fen Causeway and the Fen.
5. You must sign out before you leave the School's site, and sign back in **immediately** on returning.
6. You may leave the school's site within the times detailed below. Contravention of this rule is likely to lead to Gating on an escalating scale for repeat offences.

**Years 7 and 8 pupils:** Only if accompanied by a Member of Staff.

**Years 9 pupils:** During the following times

Monday, Wednesday, Thursday, Friday	16.30 - 16.50
Tuesday	15.50 - 16.50
Saturday	15.50 - 17.30
Sunday	12.00 – 17.50
You may not leave the site during break or lunch.	

This will always be **with permission** and accompanied by another Pupil, and on only **one** occasion during the week Monday to Friday.

**Year 10 Pupils:** As Year 9 but no permission is required, except on Sunday when permission needs to be obtained from the person on duty in the House.

**Year 11 pupils:** As Year 10 except on Tuesdays till 1730

## Sixth Form

Monday, Wednesday*, Thursday, Friday	16.30 - 16.50
*Upper Sixth, <b>if commitments completed</b>	14.50 - 16.50
Tuesday	15.50 - 1800
Saturday	15.50 - 17.30
Saturday evening: Lower Sixth 1½ hours between Upper Sixth 2 hours between	20.00 - 22.00 19.45 - 22.30
Sunday	12.00 – 17.50
You may leave the School site during lunch period.	
You may leave the School site during Games periods on Tuesday (1350 – 1550), Thursday (1350 – 1550) and Saturday (1335 – 1550) once your commitment is complete. This may be in own clothes.	
You may not leave the site without permission during Private Study Periods.	

7. You may not visit any private accommodation out of school without permission.
8. The Fen is strictly out of bounds after dark.
9. For your own safety, you should be in the company of at least one other pupil if out after dark.
10. You may not go on the River unless you have passed the school swimming test and have parental permission. You must obtain school permission for each occasion. Years 9 and 10 are only allowed onto the Middle River (between the Mill Pond and Jesus Lock).
11. Swimming in the River is not permitted.

## CURRICULUM PLAN

- In Years 7-8, the curriculum is broad and balanced.
- Students study a range of subjects: English, Mathematics, Science, Geography, History, Latin/Classical Studies, French, ICT, Drama, Art, DT, Cooking, PE, Divinity and Music.
- German is introduced for all students at Year 8.
- In Year 9, in addition to the provision in Year 7-8, pupils are able to select two Modern Foreign Languages (Spanish and German may both be taken as a new option at this level) and decide whether to continue with Latin.
- In Years 10 and 11 students normally study to GCSE level a core of Mathematics, English Language and Literature, Separate Sciences, one Modern Foreign Language (French, German or Spanish), Religious Studies and PE, with RS examined as a GCSE in Year 10 and in PE pupils are given the choice of whether they wish to take the GCSE in Year 11.
- Pupils may choose a further three subjects from Art, Drama, Music, DT, Geography, History, Classical Civilisation, Greek, Latin, French German, Spanish and ICT depending on their individual strengths and tastes. Careers guidance is provided to all students. Students can undertake work experience after their exams in Year 11.
- Post-16, a range of subjects is available including Art, Biology, Business Studies, Chemistry, Classical Civilisation, DT, Economics, English, French, Geography, German,

Greek, History, ICT, Latin, Mathematics, Further Mathematics, Music, Music Technology, Physics, Physical Education, Psychology, Spanish and Theology.

- Moral Philosophy is taught for part of the year to members of the Lower Sixth.

At The Leys, pupils will normally study four AS subjects. In the Upper Sixth year, pupils normally give up one of their subjects, to concentrate on their three 'full' A Levels.

PSHE and Tutorials are included throughout the school. A wide variety of Games are provided at all levels and abilities.

### **GAMES COMMITTEE RULES**

1. Only approved School clothing should be worn for Games (see Dress Lists). Those going to and from the School fields to play games must wear trainers and should change into studded footwear only when they reach the pitch.
2. In the Sports Centre pupils must wear clean indoor sports shoes with non-marking soles. These should not be worn on the way to the Sports Centre. Footwear on the All Weather Pitch must be in accordance with the notice posted.
3. Tracksuits should only be worn for warm up and cool down, and taken off for competitive practices. Shorts or skirts should be worn under tracksuit bottoms.
4. When travelling to matches pupils should wear normal School Dress or a complete School Tracksuit.
5. No play of any sort is allowed on the pathway between the School and the Latham Ground.
6. Full and  $\frac{1}{2}$  colour ties may be worn at any time after their award. For serious offences against discipline or training, colours may be taken away by a Committee consisting of the President, the Master or Mistress in charge of the game and the Captain of the game.
7. Rugby, Hockey and Cricket have prior claim on boys for School matches. Hockey, Netball and Tennis have prior claim to girls for School matches.
8. House Matches will be arranged by teachers in charge of games, as required, and their decisions are final.
9. Golf is permitted on the Latham Ground in accordance with the rules posted.

### **PROTOCOL ON MEDICINES**

- All Boarders who have had medical treatment or been prescribed medication whilst away from School should report this to the Medical Centre on their return.
- Boarders who are ill whilst on exeat should inform the Medical Centre at the time or if you have a Boarder staying with you who is taken ill, you should inform the Medical Centre immediately.
- Home Boarders and Day Pupils on medication should only bring enough doses into School for a day at a time or lodge their medication at the Medical Centre.
- Provided one of the medical sisters has given express permission, you are allowed to keep your Asthma spray and other prescribed medication in the House, provided they are only used by you. It is your responsibility keep them locked away when not in use.

- Any other medication prescribed for Boarders in Year 11 or below must be kept in the Medical Centre where it will be dispensed to you as required. (This applies to medicines purchased by you without a doctor's prescription.)
- If you are in the Sixth Form you are allowed to keep prescribed medication (and medicines bought "over the counter") in the House and it is your responsibility to ensure they are securely locked away. Always follow the directions on the label and inform the Medical sisters of usage if you go for treatment.

**It is extremely dangerous to give your own medicine to others or to take any medication which someone else offers you. This includes tablets or cures bought "over the counter" without a prescription. You are forbidden to share medicines.**

- If you are ill, the wisest course is to go to the Medical Centre for treatment immediately.
- If you attend the Medical Centre you must always tell the Sisters of any medication you have taken **and inform them of any allergies you have.**

## **OFF GAMES AND PE PROCEDURE**

1. To be off Games or PE means that your name will appear on the "OFF GAMES LIST" in the Medical Centre by 8.30 am.
2. To get on the "list" means:-
  - a) If you are a **Boarder** you will have seen Sister at Breakfast surgery or been seen by the Doctor and put "Off games".
  - b) If you are a **Home Boarder** or a **Day Pupil** you will have brought a letter from your own Doctor or a Parent to say you are "unfit for games" and handed it to Sister at Breakfast surgery or to your Housemaster/Housemistress at registration. Otherwise you should have seen Sister at Breakfast surgery.

In both cases you must be on the "list" by 8.30 am.
3. Any pupil on the "list" is not automatically exempt from any other activity. All other activities should be attended.
4. The "list" is re-written every Monday and any person who has been Off Games/PE and still needs to remain Off Games/PE must report to the Monday Breakfast surgery, i.e. before 8.20 am.
5. Any sports injuries sustained on a Saturday must be reported to Sister by Monday 8.30 am if a pupil feels it will exclude him/her from sport during the coming week.
6. No pupil should presume to be Off Games/PE unless they have had their name put on the "List". Any pupil with an illness or injury occurring immediately prior to a Games/PE activity must report to their Housemaster/Housemistress, then to the games staff and then go immediately to the Medical Centre.
7. Every pupil put Off Games/PE must report to the Games/PE staff before the start of the lesson unless they are lying down or admitted to the Medical Centre.
8. Those in Years 9, 10, 11 who are Off Games should go to the designated room to study on Tuesdays and Thursdays 14.30 - 15.45.

## **PREP GUIDELINES**

### **Principles**

The school believes that Prep:

- helps raise achievement and promotes academic learning
- should be challenging and/or purposeful
- develops a sense of responsibility and ownership of learning
- promotes independent learning
- encourages parental/house interest and involvement in supporting a pupil's learning outside lessons; although a final written Prep assignment must always be the pupil's work alone

### **Responsibilities**

Pupils should:

- carry the Pupil Diary to all lessons
- use the Pupil Diary to record and organise all Prep set
- spend an appropriate amount of time on each Prep
- complete Prep to the standard of achievement expected by the subject teacher
- complete and hand in Prep on time
- catch up on missed Preps, at the discretion of the subject teacher

Subject Teachers should:

- set appropriate Prep
- remind pupils to record the Prep in their Diary at the time of setting
- offer guidance and examples of how to tackle the work, where appropriate
- ensure that pupils understand the standard of achievement expected
- ensure there is as short a time as possible between completion of work and feedback (normally within a week)
- ensure that marking includes specific targets to improve learning where appropriate
- ensure that a record is kept of the nature and standard of the work
- reward good work and apply appropriate sanctions if Prep is not completed
- inform Tutor/HSM of repeated non-completion of Prep

Heads of Department should:

- monitor the amount, quality and standard of Prep set by members of the department
- encourage the sharing of good practice within the department and between departments

Tutors/HSMs should:

- monitor the setting and completion of Prep for individual pupils in the tutor group
- monitor the use of Pupil Diary as a Prep organiser
- monitor the amount of Prep set within the year group
- ensure that pupils keep their work areas in the house suitable for academic work
- encourage pupils to use the Library
- sign the Pupil Diary each week

Parents of Day pupils should:

- monitor the completion of Prep out of school
- provide structured time and environment for the completion of Prep
- communicate with the Tutor regarding Prep issues
- sign the Pupil Diary each week

## **ROAD SAFETY**

### **PEDESTRIANS**

- Pupils must cross The Fen Causeway on either of the Pedestrian Crossings. Care is needed even here because some drivers do not stop automatically.
- Pupils must cross Trumpington Road using the Pedestrian Crossings only.
- Pupils should be aware of Cambridge's busy traffic and should exercise care at all times when walking or cycling in the city. Personal stereos should not be used when walking in the City.
- Hitch-hiking is forbidden

### **CARS**

- Unless pupils have received the Housemaster's or Housemistress' permission and the written permission of their parents (which must be obtained for each occasion), they are not allowed to go out in a motor car during the term, except with members of their own family or with the parents of another Leysian or with a teacher.
- Those who wish to arrange driving lessons must first seek the permission of their Housemaster or Housemistress and consult about times at which lessons may be arranged. Recognised driving instructors must be used.
- Pupils are not allowed to drive a motor vehicle during the term unless one of their parents is in the car with them or they have the Headmaster's special permission to have a car at School (normally only given to Upper Sixth Day Pupils and Home Boarders). Pupils with permission to have a car at School should then use the Sports Hall car park.

### **BICYCLES**

- All bicycles must be kept in the authorised places and secured with a lock and chain when not in use.
- Cyclists on the way to a School activity, (e.g. Rowing, Latham Road Games, a Concert), must use a cycle helmet.
- Those using cycles for their own purposes, (e.g. travelling to School), are expected to use a cycle helmet.
- All cycles kept at School for any purpose must be in good and safe working order.
- All cycles used after the official lighting up time must, of course, carry the lights required by law.
- Pupils must not ride bicycles in the School grounds. They must dismount and walk through School gateways.
- Staff may ride bicycles in the School grounds, but should take great care, especially on blind corners.
- Personal stereos should not be used when cycling in the City.