

# Positive Behaviour Policy



SUTTON VALENCE SCHOOL

The policy addresses ISI Regulatory Requirements (Sept 2020 version), Part 3 - Welfare Health and Safety of Pupils, para 9 and 10.

It should be read in conjunction with:

Anti-Bullying Policy  
Positive Handling Policy

The School has and consistently implements a written policy to promote good behaviour amongst pupils. This reflects the determination of the School's Leadership team to promote the wellbeing of all pupils through taking a strategic, comprehensive and inclusive approach to identifying and managing the risk of harm to pupils' wellbeing.

This policy includes:

- measures to combat bullying and to promote positive behaviour;
- the School rules and rewards system;
- disciplinary sanctions;
- specific guidelines for our boarding community.

This policy complies with relevant legislation and guidance is understood by staff and pupils

### **Our Values**

Sutton Valence is an educational community whose philosophy embraces a breadth of challenges. Through a diverse curriculum and a wide range of activities we cultivate an appreciation of academic excellence, responsibility, leadership, kindness and friendship amongst our pupils. All members of the School develop a sense of spiritual, moral and ethical awareness and, in so doing, come to appreciate their own place in the world.

At Sutton Valence every person is valued as an individual with their own distinct sense of worth and potential. Each member of the community has abilities, talents and skills unique to them. Our School strives to provide the seedbed to allow these gifts and talents to grow, develop and ultimately flourish.

Our community is founded on the principles of trust, tolerance and openness. As such, we expect all at Sutton Valence to treat each other with respect, humanity and care. Individuals therefore are obliged to recognise that the differences between us make us collectively stronger. It is essential that we understand, appreciate and celebrate the diversity of backgrounds, world-views and attitudes expressed by those in our community.

At the foundation of our community is the expectation that every student will achieve their potential. Our commitment is to strive for excellence as pupils and teachers. To achieve this, it is essential that every member of the School aims to give of their very best in all that they do.

## **Vision, Mission and Ethos**

### **Our Vision**

Through our community values, broad curriculum, and extensive enrichment opportunities, we believe that all young people at Sutton Valence School will be inspired and supported to fulfil and exceed their potential.

We want our students to be open-minded individuals who possess a love of learning, are confident not arrogant, and have a strong set of values reflecting our principles as a Christian Foundation.

### **Our Mission**

Our mission is to have a School where one will find:

- **Care**

A caring, safe, supportive and kind community for the education of children aged 2 to 18, in a day and boarding environment

- **Challenge**

A challenging, relevant and broad curriculum encouraging curiosity, delivered in ways that allow all to achieve

- **Choice**

An outstanding range of creative, cultural, social and physical activities so that all can develop skills such as self-discipline, commitment, leadership and teamwork

- **Culture**

A culture of curiosity and celebration of diversity which promotes excellence, independence and high standards, whilst providing support to all who need it

- **Community**

A grounding in moral and spiritual understanding which promotes respect for others, along with self-respect, enabling all to contribute positively to their School community and the world beyond it

### **Our Ethos**

*A community where each cares for all and individuality is cherished.*

Our community structures are designed to create a caring environment that allows students to be fulfilled and challenged, but at the same time feel safe, supported and valued. This provides a platform from which students have the confidence to push themselves, to be curious and above all else to improve themselves as individuals whilst contributing to and benefitting the whole community.

Each student is valued as an individual with their own distinct sense of worth and potential. We strive to provide the foundations to allow each student's unique talents to grow, develop and ultimately flourish. Whether these abilities lie inside or outside the classrooms or indeed in an area connected to Sutton Valence School life, the community takes collective pride in recognising and celebrating them.

Our community systems emphasise the importance of responsibility, leadership, kindness and friendship amongst our students. It is founded on the principles of trust, reflection and openness. As such, we expect all our students to treat each other with respect, humanity and care. We all need to recognise that we are unique individuals and it is our differences that make us collectively stronger.

Great emphasis is therefore placed on the need to appreciate and celebrate the diversity of backgrounds, world views and attitudes expressed by those in our community.

At times, young people make mistakes and it is important they learn from them in a reflective manner so they can again contribute positively to the community.

Above all, our ethos should enable young people to grow into becoming responsible citizens with a genuine care for others and the world.

### **Information available to parents**

Parents should be aware that details of the School's policies on the curriculum, bullying, child protection, behaviour, and health and safety on educational visits, together with details of recent academic performance including results in public examinations, the School's complaints procedure including information on the number of recent complaints registered, and details of staff and their qualifications are all available on the School website. Hard copies are available on request to the School. Applications should be made to the Headmaster's PA, Mrs Bishop.

### **Rewards**

Our Blues rewards system reflects and underpins our mission, vision and the four corners of our value pyramid: academic, co-curricular, community and leadership. It is structured so that **ALL** pupils can achieve and receive recognition for their contributions to School life, whatever their ability. Points can be given by any member of staff and accumulate until various levels of award are reached. These will be entered on the School database, monitored by Tutors and made available to parents.

Pupils must earn a minimum of **five new points** in all four categories (Academic, Community, Co-curricular and Leadership) to proceed to the next level. It is intended that the points will be cumulative across First and Second Forms, Third to Fifth Forms and Lower and Upper Sixth Forms. That is, there is a fresh start in First, Third and Sixth Forms, but pupils *very* close to achieving the next level at the end of the Second Form or Fifth Form *may* choose to carry their points over into the Michaelmas Term if they wish.

The number of points needed for each award level will be reviewed as the scheme progresses but the starting point will be:

30 pts = Certificate, awarded by Housemasters in House Assembly – with an SVS notebook and postcard home.

60 pts = Certificate awarded by Housemaster or Head of Sixth Form – with £5 voucher or equivalent and postcard home.

90 pts = An SVS 'Blue' Lapel Badge (a 'quarter blue' in Forms 1 and 2, a 'half blue' in Forms 3 - 5 and a 'full blue' in the Sixth Form) will be awarded by the Headmaster in Assembly - with £10 voucher or equivalent and letter home.

Any pupil who earns **two** 'Blue' badges in their School career will be awarded a Sutton Valence School dark blue gown (similar to a Prefects' Gown) to wear in Chapel and on special occasions

as the ultimate accolade, as well as a personally engraved fountain pen. These details are laid out in the table below:

1. Academic Endeavour	2. Community Contribution	3. Co-curricular Involvement	4. Leadership
<ul style="list-style-type: none"> <li>• Impressive work and/or effort for an individual pupil in class;</li> <li>• 2.6+ for average effort in grade reviews = 2 points;</li> <li>• 2.3 for effort in grade reviews = 1 point;</li> <li>• Exceeding 'Target Agreed Grades' = 1 point;</li> <li>• Head of Department Award within subject area for a particular piece of outstanding work (Copy) = 1 point (also to be mentioned in Headmaster's assembly).</li> </ul>	<ul style="list-style-type: none"> <li>• 95% Attendance = 1 point per term;</li> <li>• Smart and correct uniform = 1 point per Half Term;</li> <li>• No negative comments, School dress infringements, late preps, for example (Sixth Form) = 1 point per Half Term;</li> <li>• Exceptionally helpful beyond the norm = 1 point;</li> <li>• Significant Charity Work = 1 point;</li> <li>• Major Boarding House contribution = 1 point;</li> <li>• Community Service = 1 point per term;</li> <li>• Significant contribution to wider external community – 1 point;</li> <li>• Any other major significant contribution to School life, acts of kindness for example = 1 point, to be awarded by HSM's.</li> </ul>	<ul style="list-style-type: none"> <li>• Member of any sports team = 1 point (four appearances);</li> <li>• Member of Music or Drama group choir, orchestra for example) = 1 point each per term, plus discretionary points for concerts, productions may be awarded;</li> <li>• A very significant contribution to a Sports, Music, Drama or other School event – 1 point;</li> <li>• CCF = 1 point per term plus additional discretionary point for holiday time training;</li> <li>• DoE = points for completed expeditions (discretionary);</li> <li>• Other activities beyond the norm, for example, Regional School Representation in a competitive event = 1 point.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership in Sport</li> <li>• Leadership in CCF</li> <li>• Leadership in Music or Drama</li> <li>• Leadership as a Prefect</li> <li>• Leadership as a House captain/Prefect</li> <li>• Leadership as a Sixth Former</li> <li>• Leadership on a School committee</li> <li>• Leadership in mentoring of new pupils</li> <li>• Leadership displayed in the house</li> <li>• Self-leadership in the classroom</li> <li>• Self-leadership in wider school life</li> <li>• Self-leadership that benefits others</li> <li>• Other</li> <li>• All above = 1 point</li> </ul>

This system is supported by a variety of other means by which pupils' endeavour and achievements are recognised. These include:

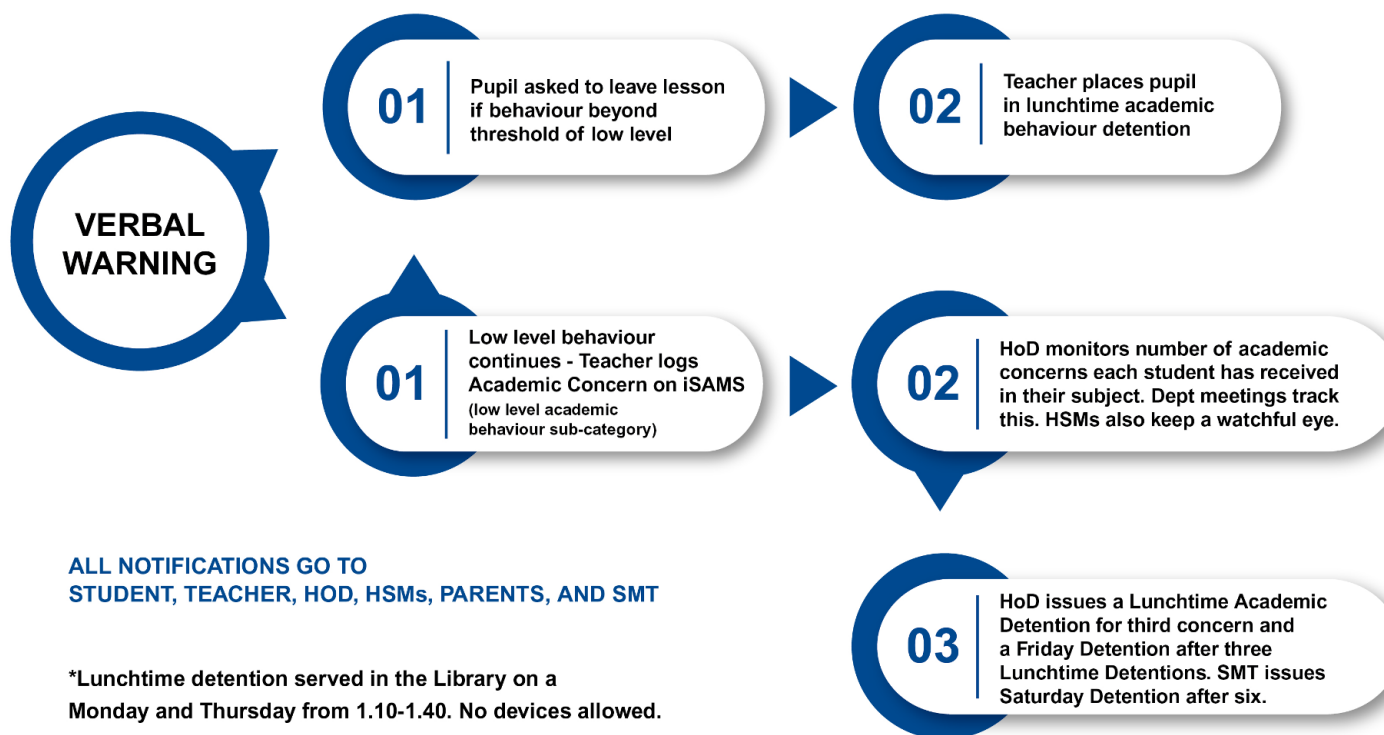
- The reinforcement and celebration of pupil contribution engagement and achievement in house and whole school assemblies;
- The Headmaster's half termly rewards for both effort and attainment;
- A colours system that rewards excellence in particular areas of co-curricular activities according to criteria established by the director of the current curriculum.
- The Junior Praise Card.

### **Pupil expectations (Appendix 1)**

At the start of each academic year, all pupils sign the pupil "contract" (see Appendix 1) that outlines our expectations of them. These are used as a point of reference throughout their School careers. Similarly, all pupils are monitored using our iSAMS communication system. In addition to this, our First and Second Form pupils are issued with the Junior Praise Card. These cards are designed to help the pupils make the most of each lesson by turning up on time and with the right equipment.

Similarly, our use of iSAMS is designed to ensure that pupils, parents and pastoral staff are informed of our pupils' progress (or otherwise) in a timely fashion. These systems which are reflective of our desire to see pupils fulfil their academic potential are summarised below.

## 1. ACADEMIC BEHAVIOURAL ISSUES





## 2. ACADEMIC PROGRESS ISSUES

01

Teacher speaks with pupil regarding effort, attitude to learning or continued underachievement

02

No change - Teacher logs Academic Concern on iSAMS (academic progress sub-category)\*.

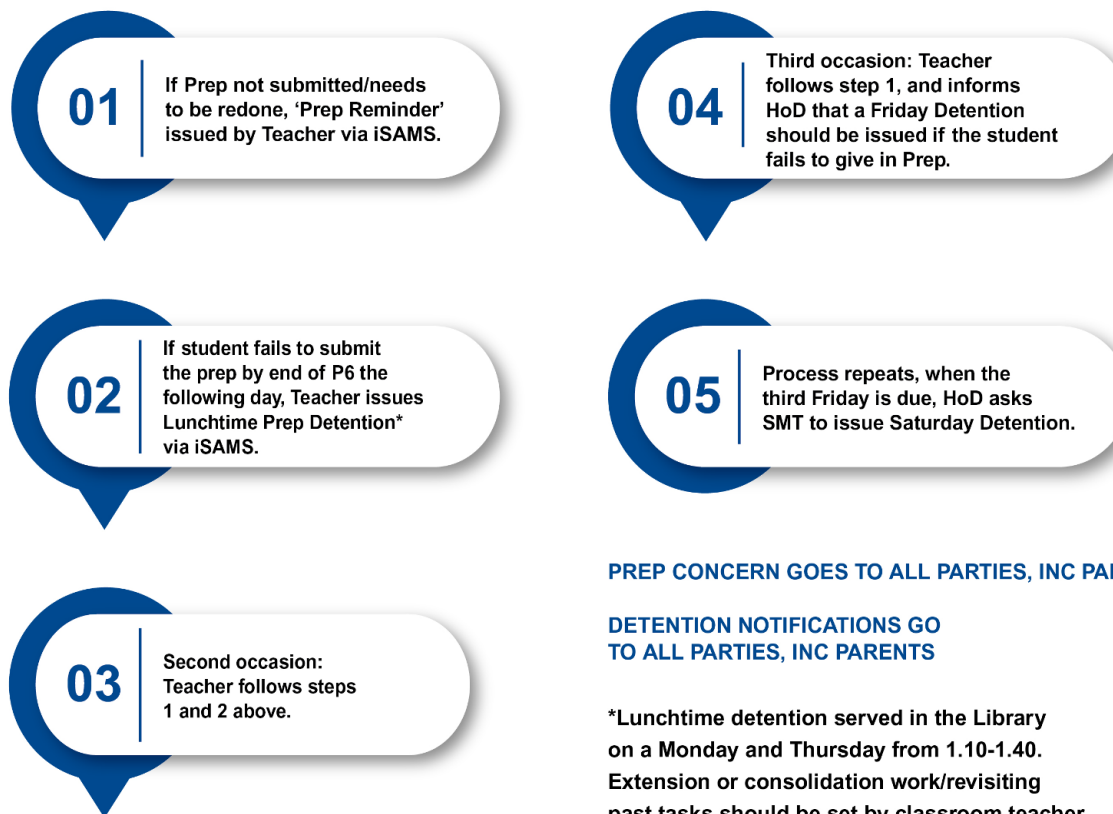
03

HoD monitors number of concerns logged and liaises with teacher to contact home. Dept meetings also track this. HSMs keep a watchful eye and kept aware.

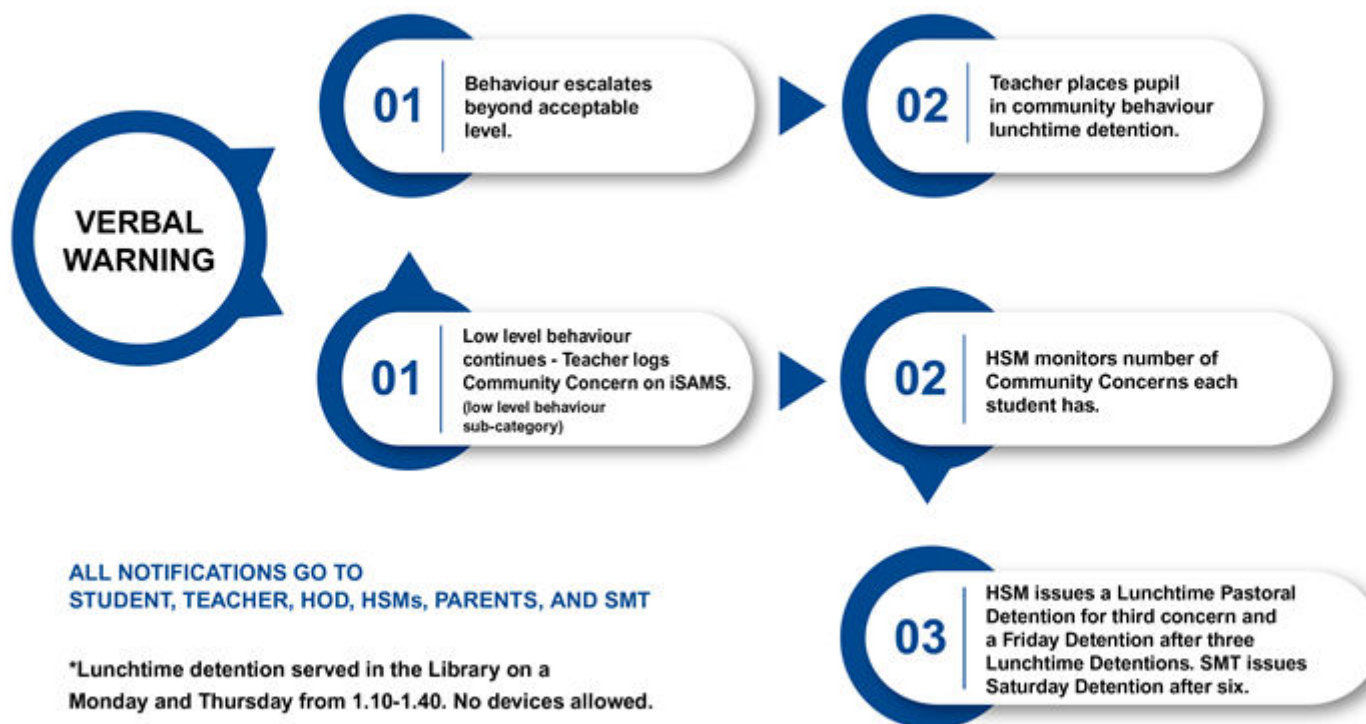
ALL NOTIFICATIONS GO TO STUDENT, TEACHER, HOD, HSMs, PARENTS, AND SMT

\*HOD SPEAKS TO STUDENT CONCERNED

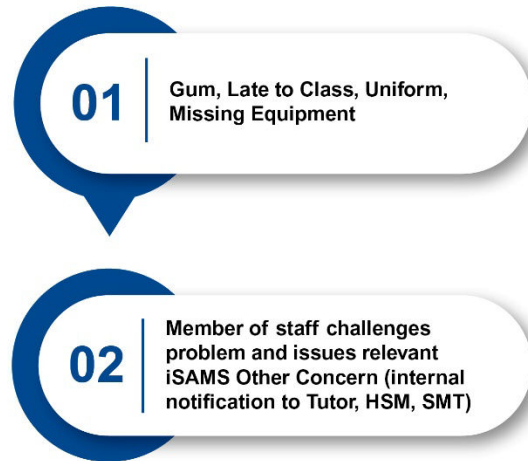
### 3. PREP ISSUES



#### 4. COMMUNITY BEHAVIOUR (OUTSIDE LESSONS) ISSUES



## 5. OTHER CONCERNS



### TUTORS MONITOR DATA REPORT OF THE NUMBER OF OTHER CONCERNS:

- 1 When the third Other Concern is issued, Tutor issues first Lunchtime Detention
- 2 When the sixth Other Concern is issued, Tutor issues second Lunchtime Detention\*
- 3 When the ninth Other Concern is issued, Tutor informs HSM that Friday Detention should be issued.
- 4 When steps 1 to 3 have been repeated for the third time, HSM asks SMT to issue Saturday Detention.

**NOTIFICATIONS GO TO STUDENT, TUTOR, HSMs, SMT.  
DETENTIONS TO ALL, INCLUDING PARENTS**

\*Lunchtime detention served in the Library on a Monday and Thursday from 1.10-1.40. No devices allowed.

As indicated above, when pupils fail to follow the rules in the code of conduct, sanctions must be applied. These tables which are published in the School calendar should act as a guide to the system that is in place:

In addition to serving their Detentions (Stages 3 and 4) pupils who have received such a sanction meet a Deputy Head on the Friday morning prior to their detention.

The School adopts a zero tolerance approach to peer-on-peer abuse. The School strives to ensure that no victim is ever made to feel ashamed.

The School **explicitly rejects** any use of corporal punishment, or sanctions which may humiliate or degrade pupils.

## Sanctions

At times, when students fail to follow the rules in the code of conduct, sanctions must be applied. This table should act as a guide to the system that is in place. A more detailed description of the Academic sanctions may be found in the Positive Behaviour Policy, which is located on the School website.

		<b>Academic</b>		<b>Behavioural</b>	
	<b>Initiator</b>	<b>Action</b>	<b>Offence</b>	<b>Action</b>	<b>Offence</b>
1	All staff	Pupil given chance to make amends	Failure to consistently meet required standards	Pupil given chance to make amends	Failure to conform to expected standards
2	All staff	Lunchtime detention	Failure to consistently meet required standards	Lunchtime detention	Failure to consistently meet required standards
3	HSMs, SMT or HODs	Friday Detention	3 lunchtime detentions or a serious breach of expected standards. It should be noted that behaviour that impinges on the learning of others will be dealt with firmly. Imposition of this sanction will lead to a letter being sent home.	Friday Detention accompanied by letter of explanation home from HSM or member of SMT	3 lunchtime detentions or single incident necessitating HSM or SMT intervention
4	SMT	Saturday Detention accompanied by warning letter as to future conduct	Continued disruptive behaviour or failure to meet deadlines	Saturday Detention accompanied by warning letter as to future conduct	A serious breach of School rules or persistent infringements of School rules
5	SMT/HM	Suspension accompanied by letter home containing specific warning about future School career	Persistent breach of School rules.	Suspension accompanied by letter home containing specific warning about future School career	Failure to heed warnings (as above) or involvement in a serious incident.
6	HM	Exclusion	A culmination of the above or a very serious offence	Exclusion	A culmination of the above or a very serious offence



## Pupil Contract

### Expectations of Pupils

Pupil's Name \_\_\_\_\_

I will **commit** to the School ethos that 'we are a community where each cares for all and individuality is cherished' in the following ways:

I will have **respect** for:

My teachers, fellow pupils and their desire to learn;  
Both my own and other pupils' personal belongings;  
The School buildings and grounds.

I will take **pride** in:

My effort, conduct, performance and progress;  
My appearance;  
Representing the School.

I will **take responsibility** for:

My punctuality;  
My learning;  
My actions towards all other members of the community.

I understand that these expectations are central to my success and that of the whole School community. I accept that sanctions will follow if these expectations are not met.

Signature: \_\_\_\_\_

Date:    /    /

[www.svs.org.uk](http://www.svs.org.uk)



## Appendix 2

### Guidelines for Life at Sutton Valence School

The guidelines set out below are published on the Pupil portal and can also be found in the Parents' Handbook. The aims of the guidelines are to:

- Develop appropriate behaviour amongst pupils;
- Value appropriate behaviour;
- Discourage anti-social behaviour;
- Set out the role of members of the School community in relation to pupil behaviour;
- Support the School's pastoral teams to work effectively with parents;
- Appropriate **general and classroom** behaviour among pupils;
- Value appropriate **general and classroom** behaviour.

### The Pastoral System

School life is not always easy and sometimes there are difficult issues to confront and then deal with. At Sutton Valence we care deeply that all our pupils feel valued. This is why we have a pastoral system; it is there to help and support, provide advice and ensure that every pupil is able to flourish during their educational experience.

### The Tutorial System:

**Tutor** – your Tutor is your first port of call. Whenever you have a concern, be it academic, personal or relational, speak to your Tutor first. They will advise you how best to handle any situation.

**Housemaster / Housemistress (HSM)** – one role of your HSM is to ensure the wellbeing of all pupils in their Houses. When you have serious concerns, your Tutor might refer you to your HSM. In the First and Second Forms and in the Sixth Form additional support is provided by the Head of Juniors and Head of Sixth Form respectively.

### There are other people who can help you:

**Designated Safeguarding Lead** – Ms Austen is the School's Designated Safeguarding Lead and is the member of staff responsible for safeguarding the individual. This includes the suspicion of any kind of abuse, be that physical, emotional, sexual or neglect - 01622 845247. In this role Ms Austen is supported by two Deputy Designated Safeguarding Leads, Mrs M Trachonitis ([trachonitism@svs.org.uk](mailto:trachonitism@svs.org.uk)) and Mr S Head ([heads@svs.org.uk](mailto:heads@svs.org.uk)).

**Mental Health/Wellbeing Co-ordinator** – Mrs Trachonitis is available to talk to on 01622 845223 or [needtotalk@svs.org.uk](mailto:needtotalk@svs.org.uk). Similarly, she can be contacted at [trachonitism@svs.org.uk](mailto:trachonitism@svs.org.uk).

**The Chaplain** – is also available to listen, talk and offer support if you have problems - [daviesg@svs.org.uk](mailto:daviesg@svs.org.uk).

**The School Nurses** – if you need medical support or someone to talk to who is not directly related to the academic side of school, the nurses are able to offer you support. In some cases, they might refer you to other outside agencies. (01622 845235).



### **Outside Sutton Valence School**

In some cases, you may feel you wish to contact someone outside of school. **Childline** can offer confidential support if you ring 0800 1111, alternatively **Kent Social Services** can be contacted on 01622 691640.

### **Independent Listener for Boarding pupils**

The Independent Listener is a person outside the staff and those responsible for the leadership and governance of the School, who boarders may contact directly about personal problems or concerns at School. She provides an independent ear for any issues that a boarder may face during their time in the School, and her experience of schools means that she can help with, and provide advice, for a wide range of problems/issues.

Mrs Mary Hall

Tel: 01622 842118

Email: halltheresemary@gmail.com

### **Complaints**

If, for any reason, you have a complaint, the first thing you should do is contact a member of staff you trust, probably your Tutor. You can, if you need support, take a friend with you.

If the issue is not resolved to your satisfaction then you can submit a full complaint in writing to the Headmaster who will investigate the matter promptly and thoroughly.

## **Guidelines to life at Sutton Valence: “A community where each cares for all and individuality is cherished”**

### **Appearance**

The quality of appearance very much proclaims the image of the School. To give the most positive impression of our community, all pupils are expected to dress smartly and in accordance with the published dress code for their year group. For example, Junior students should have their hair tied back at all times. Hair should be natural looking. Students must be clean shaven. Jewellery should be discreet and minimal, for example, only one set of small studs in the earlobe. For health and safety reasons, body piercings may not be worn at any time. Make-up may only be worn in the Sixth Form and should be discreet. Only clear nail varnish may be worn. Shoes should be polished, and heels should be no higher than an inch and a half.

### **Attendance**

All pupils should attend registration with their tutors at 8.25am each morning. Pupils who miss registration should sign in with the School Secretary. If you are not able to attend School, your parents should notify us with a phone call to 01622 845200. An alternative is to email the respective Housemaster or Tutor. We are a learning community, so pupils are expected to be punctual to all lessons and activities. Lateness may well result in teachers imposing a sanction. Perpetual lateness will be reported by Housemasters or Housemistresses to parents.

We value our opportunities to gather as a whole School community, therefore attendance to all Chapel services and School assemblies is compulsory. Absence, including non-availability for fixtures, for anything other than illness and medical or dental appointments must be authorised by a Deputy Head and their permission should be sought in advance by email.

### **Behaviour**

The values of our community are based on mutual trust, support and respect. Conduct around the site and behaviour towards one another should always reflect these principles. At SVS, there is no place for harassment, cruelty or unpleasantness. These expectations are reflected in the Pupil Contract that all pupils sign at the start of each academic year.

In terms of personal relationships between couples, it is important to stress that the School is a professional place of work. Thus, public displays of intimacy and affection are unacceptable. Do note that this stricture carries equal force in both the day and boarding context.

### **Bullying**

Bullying, in any of its forms, will not be tolerated. Relationships between all members of the community should be positive, caring and supportive. Those pupils who experience bullying of any sort can expect the full support of their teachers. In the first instance, those experiencing abuse should speak with their Tutor. Physical, mental or emotional bullying undermines trust and any students found to be involved in bullying behaviour can expect the most serious consequences.

Students are encouraged not to ignore comments or actions that upset them or make them feel uncomfortable. When another person says or does something which another feels is harassing, they are encouraged to say one of these two key phrases to the person:

**‘I’ve had enough. I want you to stop doing that’ or ‘I’ve had enough. I want you to stop saying that’.**

These phrases are not intended to make the other person stop the harassment immediately; they make it easier for the School to manage the harassment.

Any student repeating such phrases lets the person know that they regard the situation as one of harassment and that the incident will be reported. Students must report the incident immediately. By working together and adhering to this code of conduct, everyone can enjoy living in the School community and maximise the many opportunities offered to them.

### **Our Digital Strategy and the Considerate Use of Personal Electronic Equipment**

We do recognise the need for pupils to communicate with their parents and see the value of mobile phones in protecting pupils. However, only the Third Form and above may bring mobile phones to School and these should be switched off and stored securely during the School day. In the Juniors, only the pupils who travel to School unaccompanied, or who have an away fixture, are allowed to bring mobile phones in to School. On arrival at School, they should store these devices in the lockers provided. They may be used during lunchtimes and breaks in the House areas. They may also be used in the Boarding Houses after School.

Pupils should refrain from using their devices whilst walking around the School site. Their use during other times will only be with the explicit permission of a member of staff. For example, the use of the camera or sound recording on the device, except when explicitly allowed to do so by a member of staff, is expressly forbidden. Staff may confiscate personal electronic equipment that is being used outside these guidelines during the School day. Similarly, sanctions may be imposed on pupils who use their electronic equipment without consideration for others.

With the launch of our Digital Strategy, electronic devices have become an integral part of our pupils' educational experience. However, it also has to be recognised that the use of these devices needs to be managed for the benefit of the wider School community. For example, using software on any device, including but not limited to, VPNs and proxy avoidance applications or any hardware device that may attempt to alter or mask the route of internet traffic, is forbidden. For a first offence, a Headmaster's Detention is the sanction. A second offence will lead to suspension.

The School expects all pupils to adhere to the Acceptable Use Guidelines for the safe use of the internet. Copies are given to all pupils and their parents, and the School may impose sanctions for the misuse, or attempted misuse of the internet, mobile phones and other electronic devices.

### **Email Contact with your Teachers – A Guide for Pupils**

Email brings with it all sorts of temptations that you should try to avoid if you are to get the most out of the facility and retain an 'appropriate' relationship with your teachers or coaches.

In particular try to ensure that:

1. You retain the formality of your relationship with staff. You can do this by:
  - Addressing them as you would the recipient of a letter. 'Dear Mr, Mrs or Miss' (do your research and get this right) or 'Dear Sir' (NB if you use this, sign off 'Yours faithfully');
  - Not resorting to text-style abbreviations. Use the spell check facility to help. Check your punctuation;
  - Signing off in a formal tone: 'Yours sincerely' would seem to be a useful norm.
2. You don't become lazy. Whilst staff will at times (for example, over the holidays and once exam leave has started) be happy to comment on preps or attachments, do not consider that sending

prep electronically is a substitute for handing in a hard copy. There are circumstances when this might be requested, but that should be initiated by the relevant member of staff. Similarly, you should only resort to using email to excuse yourself from a commitment, in an emergency. Do not present staff with 'fait accomplis' with regards to fixtures, practices or music lessons. Above all, do fill in the subject header!

3. Having sent an email, you should check that it has gone and that you have attached your work. You can do this by looking in your sent box immediately after sending an email to ensure it has worked. Similarly, there is nothing more frustrating for a member of staff than to reply to a pupil and then hear nothing. Check your School account daily.

This, at present, seems like a list of things not to do. Email does, however, offer all sorts of opportunities to make your time at School more efficient. Here are some suggestions as to appropriate uses for email contact with staff:

1. Requests for specific topics to be covered in revision lessons;
2. The submission of extra or revision exercises;
3. To inform staff in advance (i.e. a week ahead) that you will miss, or be late for lessons as a result of medical appointments, orals, music lessons, trips or fixtures;
4. Contact during holidays and half terms.

### **Media**

If approached by the media, pupils should always refer journalists to the Headmaster. In any event, students should not speak to the press, radio or television or provide them with materials without the School's permission.

### **Damage**

We are fortunate to have a beautiful site on which to live and work. It is therefore an obligation for all members of the School community to respect and cherish our surroundings. Accidental damage should be reported to a member of staff immediately. To that extent, vandalism or any other behaviour that wilfully damages the School environment will result in the most severe sanctions.

### **Driving**

Pupils are allowed to drive to School once they have passed their driving tests. To ensure the safety of drivers, pedestrians and passengers, we have a driving policy to which all drivers have to sign up. The full details of the policy are available from the Head of Sixth Form; however, some key points follow. All day pupils' cars should be parked in the Cornwallis car park. Boarders' cars should be parked in the Medical Centre. For safety, as well as insurance reasons, cars must not be moved, without special permission, during the School day. Ultimately, the School wants all drivers, be they student or staff, to drive responsibly, courteously and with thoughtfulness at all times, particularly when journeying to and from School.

### **Equipment**

We have an extremely busy day and pupils need to be well organised. To ensure that learning is productive, it is important that all necessary equipment is brought to lessons.

### **Eating and Drinking**

For health and safety reasons, all food and drink should be consumed in the Refectory, TC's or designated tuck areas. Food should not be taken from the Refectory. Eating and drinking in public, whether in the village or in School, does not create a favourable impression of the School. As there

is also the potential of creating litter, all pupils should refrain from publicly consuming food and drink. No pupil should possess or chew gum in School.

### **Foul Language**

Pupils' conduct at all times should be well-mannered, particularly as there are often visitors to our community. Foul language is discourteous, shows a lack of respect, creates a bad impression and will be dealt with accordingly by staff.

### **Arriving Late and Leaving Early**

Sometimes pupils will arrive on the School site after the official start of School. To help us, pupils who do arrive late should sign in at Reception. Similarly, sometimes pupils have to leave the site before the official end of School. To help us meet our legal obligations, no one should ever leave the campus without prior permission before the end of the School day. Those who do leave early must, in all circumstances, sign out at the Reception.

### **Lost Property**

Pupils should make every effort to find the property for themselves before reporting the loss. Lost property is available for collection from the Sports Office at the beginning of PE or Games lessons and during breaks. Once a week it is sorted, and any named items are sent to the relevant House for onward distribution. The Juniors' matron collects the Juniors' lost property several times a week and distributes it in the Junior Day Room.

### **Mental Health Strategy and Policy**

The School's Mental Health Strategy and Policy are designed to outline the proactive measures we, as a School, take to address the Mental Health challenges that all members of our community (staff, pupils and parents) face. In particular, it outlines the steps we take to:

- Promote positive mental health in all staff and students and work closely with parents to achieve this;
- Increase understanding and awareness of common mental health issues;
- Ensure that the School continues to be a reliable source of information about mental health issues for all within our community.

Underlying all of this is the School's recognition that only a whole School approach can or will be effective. Consequently, it is our intention to ensure that all staff will become familiar with the risk factors and warning signs associated with such issues. Similarly, it is hoped that our Mental Health Strategy will ensure that all pupils feel comfortable in acknowledging their difficulties. As a result, we have introduced the catchphrase "Have you got ten minutes?" as a means by which pupils can initiate a conversation about their concerns.

### **Out of Bounds**

In order to protect members of the School community, as well as upholding our reputation in the wider community, certain areas are designated 'out of bounds' to pupils. School Lane should not be used during the School day, the same is true of BM. Access to and from the village is exclusively via the Lambe's entrance. The Swan steps are out of bounds at all times. Similarly, pupils are not allowed to enter School via the Queen's Head gate.

### **Pupil access to Upper**

Access to Upper is only relevant to the Summer Term. Pupils should follow the specific instructions given by their coaches prior to fixtures and practices.

### **Personal Possessions**

All personal possessions are the pupils' responsibility. We strongly advise that expensive items are not brought to School. If there is a genuine need to bring in such items, they should be kept safe in a locker or handed in to the relevant Housemaster. Remember, the School cannot accept liability for damage or loss of any item. Bags are best left in dayrooms or the lockers provided. Finally, it is expected that all pupils' uniform and equipment is clearly identified.

### **Study Periods**

To prepare our pupils for university, many pupils receive study periods in which they are able to structure their own learning. For example, Sixth Form students have a choice of working location; these might be in the Library, the Sixth Form Study Centre or their House area. It is important to recognise that study periods are an excellent opportunity to focus on work, consult teachers and, in the long run, develop essential study skills, therefore actions that preclude learning, are not acceptable. Some Sixth Form students might find themselves in supervised private study if their effort and attainment grades indicate a need for refocusing.

### **Theft**

Theft of personal belongings, uniform, kit or books undermines our atmosphere of trust and mutual responsibility, as well as the values of honesty and integrity enshrined by the School. Pupils caught stealing from others can expect the most serious of sanctions. Do be aware that borrowing an item without permission is also stealing.

### **Trips and Travel**

In the public domain, whether in School uniform or not, you are representatives of the School. Therefore, pupils should always comply with the School rules as applied by the teacher leading a trip. All pupils are expected to behave properly when travelling to and from Sutton Valence School, so as to ensure our reputation throughout the wider community.

### **Zero Tolerance**

#### **Alcohol**

Although a limited amount of alcohol may be available at some School functions to Sixth Form students when their parents are present, alcohol is never to be brought on to site or consumed during the School day. Our aim is to ensure the wellbeing of all students, thus any student caught with alcohol could face a range of sanctions, potentially including Headmaster's detention, suspension or permanent exclusion.

#### **Banned Items**

Certain items are unacceptable in a school. These include all weapons, such as Swiss-army or craft knives, BB guns, lasers and shisha pens. Pornographic material is considered offensive and inappropriate and is, for these reasons, banned in School. Also banned are any substances which are not controlled under the Misuse of Drugs Act, but which have no role to play in normal School routines.

#### **Buying and Selling**

Purchasing goods and selling them on to others in the School community can result in all sorts of problems and is therefore forbidden, unless with the express permission of the Housemaster or Housemistress, or as part of a School approved charitable initiative.

## **Drugs**

The School has a detailed policy on the consequences of using, selling or possessing illegal drugs. Suffice to say that, although each case will take account of the circumstances of those involved, students involved with the buying, selling or consumption of drugs or solvents will face serious consequences. These consequences may involve suspension, expulsion or even criminal investigation.

On some occasions, the School may need to make use of drug testing. Full details on these procedures are available from the Headmaster's PA. Parents are urged, if they are concerned about their children's wellbeing, to contact the pastoral staff. We will always support and help families wherever, and however, we can.

Prescription medicines should be given to the Medical Centre where they will be administered appropriately. There are no circumstances in which medicines should be left in bags, blazers or lockers.

## **Smoking and Vaping**

Smoking and vaping are a danger to everybody's health and not permitted on the School site. Not only do you endanger yourself, but the lives of others, if you smoke in a building. If a pupil is caught smoking or vaping or is in the presence of pupils behaving in this way in School uniform beyond the confines of the School grounds, the following will be applied:

- First offence - suspension;
- Second offence - suspension/exclusion.

## **Boarding Guidelines**

Boarders occupy a special place in our community and their presence is much valued. There are some specific guidelines which apply to the boarding houses which need to be taken on board by all pupils.

## **Private Study**

As a privilege, and whenever they have a private study lesson, boarding Sixth Form students are allowed to work in their bedroom or breakout area of the Boarding House during the School day. The only exception to this is when a student's Housemaster or Housemistress has placed them in supervised private study. Boarders returning to their Houses for private study should inform the matron of their presence in the House.

## **Visiting Boarding Houses**

To preserve good order and privacy, pupils are not allowed to visit Boarding Houses to which they do not belong before lunch. During lunch break and after lessons or activities in the afternoon, pupils can visit Boarding Houses with the Housemasters' or Housemistresses' or matron's permission. Do remember that pupils may only visit the social areas in a Boarding House of the opposite sex.

## **Packing and Leaving at the End of Term**

Focus on academic work is always paramount; therefore, boarders should not pack during lessons prior to leaving. We do not encourage boarders to leave before the official end of term. In some circumstances, this is not possible, and we ask pupils wishing to leave before the end of term to

ensure that their parents or guardians have written to the Deputy Head (Academic) seeking permission for an early departure.

### **Dress code during the School day**

All boarders are expected to wear School uniform or games kit during the normal School day unless they have specific permission otherwise, such as for Community Service or a particular activity. Once, however, the School day is over (4.50pm Monday, Tuesday, Thursday and Friday, 4.10pm Wednesday) boarders may wear their own casual clothes. If a boarder wishes to change into their own clothes before the end of the day, they must remain within the boarding house.

### **Boarders' Access to Facilities**

#### **General information**

These are the instructions pupils have been given.

Access to the School's facilities is dependent upon three key considerations which are highlighted to the boarding community at a Site Safety Talk given by the DSL / Head of Boarding at the start of each Academic year.

1. You stick to the House regulations with regards to signing in or out;
2. You adhere to the School's Out of Bounds regulations – areas that are out of bounds are: BM, School Lane (save for access to Sutton House), the Quad after 7pm (save for access to Music School [see below]), the Squash Courts, Lower, Stoney and the Astroturf;
3. You remain vigilant at all times and conduct yourselves according to the Guidelines for School life.

#### **Sports Hall access**

- The Duty Staff have to ensure the venue is safe for pupil access before boarders are allowed in;
- To ensure that a sufficient amount of time in place between the end of a let and end of prep to avoid "cross-over". **Boarders should not leave their Houses until 20.10;**
- Only the St Margaret's Arch is to be used – the Westminster doors are to be closed prior to the start of second prep;
- Third Formers must gather as a group before departure from their House and a list of those attending compiled. This to be handed to the duty Gap Pupil on arrival. Third Formers should travel back to Houses en masse as well;
- Other year groups are expected to behave in ways that reflect an awareness of "our communal responsibility to look after each other";
- Squash courts – further consideration is being given to explore if there is a safe way to give pupils access to this facility on a set night of the week. Until further notice the Squash courts remain out of bounds to pupils unless they are accompanied by a member of staff.

#### **Music School access**

- Those boarding pupils who are authorised to use the Music School can do so using their own fob after 1800 hours. However, access to the Music School is restricted;
- There will be no access at these times that coincide with outside lets:
  1. Monday between 1900 and 2200 hours
  2. Fridays between 1900 and 2200 hours and Sundays.



During these times House staff are to ensure that no pupil is allowed to leave the Boarding House for the Music School.

At the following time, the Director of Music will be available to grant pupils access to the Music Hall and supervise them for the duration of their stay:

- Thursday between 1900 and 2100 hours

### **Instructions for Sports Hall duty staff**

The following instructions have been set out to ensure the safety of pupils; they are intended for members of staff on duty in the Sports Hall between 17.50 and 21.30 hours, week days in term time.

1. All external doors to the Sports Hall are to be locked by Sports Hall staff at the end of the School day.
2. The Sports Hall is to be manned under the direction of the Sports Facilities and H&S Administrator by a member of staff from 17.50 hours to 21.30 hours daily (or from 19.50 hours if there are no Lets on a particular night).
3. In order to be able to control the entrance to the Sports Hall, the Office is to be manned at all times. Duty staff are to co-ordinate their attendance at the evening meal so that one member of staff is present in the Sports Hall at all times.
4. Should the duty member of staff be required to leave the main Office for any reason, the main doors are to be set to exit only.
5. In the event of a medical emergency the duty member of staff should contact the Boarding House immediately, who will initiate their out-of-hours emergency procedures.
6. At 17.50 hours the duty staff is to:
  - a. Ensure that all external doors are locked;
  - b. Physically check that no one is in the toilets, changing rooms or classrooms;
  - c. Lock all internal doors, less those to the Sport Hall, Fitness suite, staff and disabled toilets.
7. External Lets are permitted to use the Sports Hall, as organised by the Sports Hall Manager, between 18.00 and 20.00 hours. No pupils are to be permitted access during this time.
8. The duty staff is to ensure all Lets have exited the Sports Hall by 20.00 hours.

Once the Lets have departed (or at 19.50 hours) the duty staff is to check that all external and internal doors (less those to the Sport Hall, Fitness suite, staff and disabled toilets) are secure before allowing any pupils to access the Sports Hall. There is to be a **physical check of all rooms (including toilets)** to ensure that no unauthorised member of the public remains in the Sports Hall building prior to pupils being allowed access. If necessary, pupils are to be asked to remain in the classroom until the check is completed.

9. Duty staff to conduct a final physical check of the building before securing it at 21.30 hours.

### **Carrying out searches in the Boarding House**

This procedure follows the advice as set out on the *BSA Boarding Briefing Paper* (Number 15): *Conducting a Search of a Pupil's Room, Belongings or Person* (Sep 2015). The *Education Act* (2011) gives staff the power to search a pupil or his/her possessions if they believe them to be carrying a prohibited item. Reference is also made to *Searching, Screening and Confiscation-Advice for headteachers, school staff and governing bodies* (Feb 2014). All boarding schools must obviously comply with the *National Minimum Boarding Standards for Boarding Schools* (April 2015). Any searches should be carried out in accordance with section 550ZA of the *Education Act* (1996) and with regard to any guidance issued by the Secretary of State.

The starting point rests with the need to safeguard and promote the child's welfare. Whilst undesirable, searches of boarders' possessions and personal belongings may well be necessary to negate risk, further harm to pupils or staff or to help in returning 'lost items'.

In these situations, staff should be very careful to follow the guidance that follows as there are legal requirements and the boarders do have rights to privacy in law. Further information can be found on this area and other legal matters relating to running a boarding house in the legal guide held by the Head of Boarding.

Room searches may be required when there is suspicion that stolen items are being concealed or if materials that are either illegal or are against the School Rules are being hidden. Suspicion may be raised through behaviour changes, information from peers or other individuals or from observations including CCTV footage.

Record the suspicions and how they have been raised prior to starting the process. A member of the SMT will, in most cases, lead this process.

### **Search of pupil's person**

DfE guidance makes clear that staff can search pupils for any item provided the pupil gives consent. However, it obviously makes sense to ensure that any staff members authorised to carry out searches routinely seek to do so in a manner which is compliant with legislation, whether or not consent is obtained. If consent is refused and the matter is now considered sufficiently serious and in the circumstances the law supports a search without consent, a teacher may proceed notwithstanding the pupil's objection. If however the allegation is sufficiently serious to warrant this degree of searching then consideration should be given to whether the pupil's parents should be informed and/or the police involved.

1. If a pupil is suspected of carrying an unauthorised item (e.g. alcohol/knife) the best approach is to ask them, in the presence of a second witness, to turn out their pockets/bag. Staff of the opposite sex may still search a pupil if they believe the risk is so great that serious harm would be caused if they waited to find a member of staff of the same sex as the pupil
2. Staff should not touch the pupil forcibly. Searches must be made in the presence of a witness unless the person carrying out the search reasonably believes that serious harm will be caused to a person if the search is not carried out
3. Items which may be searched for could include tobacco, cigarette papers, lighters, drugs, alcohol, fireworks, pornographic images, offensive weapons/knives including pen knives or another person's possessions. A search of outer clothing and pockets without consent is

permissible. Intimate searches are not allowed.

### **When carrying out a search of a room, cupboard or drawer**

1. Extent and nature of a search should be proportionate to the risk factors (e.g. avoiding accusations of ulterior motive or victimisation) and the likelihood of the item being found;
2. If a search is deemed necessary, explain the suspicions to the individual or group with a witness present;
3. Explain that you want to carry out a search of their area and belongings;
4. Ask for their permission. If this is given ask for the consent form to be signed and carry out the search with them present, with another staff witness present and, if the pupil so chooses, an identified advocate of their choice can be present too. The advocate may be another pupil;
5. If no consent is agreed but suspicion is high (e.g., a credible belief that illegal drugs are being stored for use) the Headmaster may sanction a search or the Police may now be called to carry out the search on behalf of the School;
6. The School may need to permit a search in a pupil's absence; again, this would be done a) with consent in absentia via contact with home or b) without consent in absentia. Parents are to be informed in any event. When conducting the search, staff should allow the student concerned(s) to carry out the movement of items in the room unless it is felt that there is a danger of the items being manipulated in order to conceal them further;
7. Following the search, the Consent Forms details of the how the search was conducted and any items removed should be bagged together and stored securely until they can be passed onto the Headmaster or a member of the SMT.

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