

**STRATHALLAN**

**RILEY HOUSE**

**Parent  
Handbook**

**2011 - 2012**

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## **SCHOOL ETHOS**

The School's founder, Harry Riley, said that the School should offer 'such a variety of academic work, games and activities that there is an opportunity for everyone to excel at something and thus gain in experience and confidence to develop their talents to their own advantage and to the service of others'.

This remains true today with the caveat that we believe our function is also to help boys and girls to learn to live together, to be sensitive to the needs, feelings and interests of all. If we can help to develop considerate, inquisitive and imaginative individuals then we have done well.

The School exists for its pupils, but the key to their happiness and success is the commitment, skill and hard work of the staff. Staff should set the standards for pupils to follow and hence behaviour, punctuality, hard work and appearance should be of a high standard. Staff/pupils relations at Strathallan are open and friendly and we believe that discipline is central to this. Staff face a considerable responsibility in maintaining the standards that allows the community to thrive and attention to the small things, consistency and, at times, lightness of touch are essential.

## **HOUSE ETHOS**

It is the shared concern of all those who live and work in Riley that we should aspire to the following aims:

- To create a safe, welcoming environment in which sensible and sensitive support is available to meet the pupils' academic, emotional, physical and social needs.
- To create a climate in which expectations of pupils' behaviour are high, mutual trust, respect and confidence are evident, and in which pupils' show concern and tolerance for others.
- To encourage a high level of participation and cooperation in the daily life of the house and a sense of duty and service towards others.
- To encourage equality and fairness and the use of appropriate praise in all aspects of the life of the house.
- To provide pupils with opportunities to develop independence and responsibility and to encourage the development of their own range of skills, interests and hobbies.
- To establish and maintain good communication with parents.
- To create a climate in which pupils, parents and staff feel confident to raise issues concerning care and welfare and to involve them in the regular review work of the house.

## RILEY

### WHO'S WHO

Peter Bush (Housemaster)  
Judy Bush (Housemistress and relief matron)

Tracey Mansfield (Riley Matron)

John Fleming (Head of Dupplin)  
Pete Keir (Head of Dron)  
Gillian McLean (Tutor)

Kate Streatfeild-James (Head of Balmanno)  
Traude Ailinger (Head of Glenearn)  
Emma Lalani (1J Tutor)  
Steven Glass (Resident Tutor)

Christine Menzies (1JJ Tutor)

Carol Sim Sayce (Head of Riley Music)

Sandra Fleming (Girls games)  
John Fleming (PE & Boys games)  
Louise Carroll (P.E. & Girls games)

Ann McKenzie (Domestic team)  
Jane Farmer (Domestic team)

Rita France (Domestic team)  
Katrin Cameron (Domestic team)

### Contact with Staff

Good contact between parents and the pastoral team is a priority. Resident staff can be contacted on the following numbers:

Peter & Judy Bush

Tel: (01738) 815055 Fax: (01738) 815056  
E-mail: [riley@strathallan.co.uk](mailto:riley@strathallan.co.uk)

Traude Ailinger – Resident Tutor

(01738) 815057

Steven Glass – Resident Tutor

(01738) 815058

Tracey Mansfield - Matron

(01738) 815059

### Who Does What?

The Housemaster and his wife are responsible for ensuring the welfare of all pupils in Riley. They are resident in the Riley building and can be contacted at most times during the term. They are assisted by a team of resident and non-resident tutors who also teach throughout the School. Four tutors look after the 'divisions'. All classes have their own tutor. These serve as academic tutor groups.

Matron administers first aid and basic medication and works with the Medical Centre to ensure that Riley pupils are well cared for during illness or injury. All medical matters should therefore be raised with matron or the staff at the Medical Centre and **all major health issues directed to the Medical Centre on (01738) 815010 and/or the Riley matron.**

Matters relating to music should be addressed directly to the Director of Music on (01738) 815019.

All financial matters should be raised with the Bursar (01738) 812504 unless they involve expenditure in Riley House. The Riley Housemaster holds no responsibility for academic bursaries, the payment of school fees and related matters.

## **Contact with Pupils**

Pupils can be contacted on the following numbers:

Boys	(01738) 815061
Girls	(01738) 815060

The telephones take cash only.

For 'phoning in, please **avoid**:

8.45pm – 8.00am	(bedtime)
1.50pm – 4.00pm	(House meeting/games/lessons)
5.30pm – 7.00pm	(tea and Prep)

All pupils have access to e-mail and can send and receive messages throughout the school day. 'Snail mail' is delivered to the pigeon-holes in the front foyer.

Duty staff are also available for consultation in Riley during weekday evenings and at weekends. Parents/guardians are encouraged to meet with them. There will be an opportunity to meet other teaching staff at an official parent-teacher meeting during the school year. Meetings with teaching staff at other times are difficult, but not impossible to arrange because of teaching and other commitments.

Parents of Form II pupils graduating to the senior school in the autumn term will have an opportunity to meet future house staff during the summer term.

An open invitation is extended to all parents/guardians to attend home fixtures for the various Riley teams and musical and drama events. Details can be found in the School Calendar, on the website and are indicated in the weekly newsletter.

## **Leave-outs**

Arrangements for 'Saturday/Sunday' (Weekend leave) should be made by the preceding Friday at the latest. Pupils will be asked for their plans at the Thursday and Friday house meetings. On some occasions an early leave is possible. The 'normal' arrangements are:

Sat/Sun	3.30pm – 4.00pm onwards or when other School commitments have finished. (Away matches can be somewhat later)
Sun	10.00am <u>(return by 8.00pm)</u>

Pupils who wish to arrange 'sleepovers' at a friend's house must first gain parental permission. Parents must decide for themselves if arrangements, levels of supervision etc are consistent with their own expectations.

**ALL PUPILS MUST SIGN OUT BEFORE LEAVING FOR SATURDAY/SUNDAY**

## **Exeat Weekends**

In addition to the Leave-outs, Riley has two Exeat Weekends in the long autumn term, one each side of the half term. The boarders may leave at 5.00pm on a Friday and return on Sunday evening. There will be no Saturday school on these weekends. The dates of the exeat weekends are indicated in the autumn term blue calendar which is sent to parents before the start of term.

## **Fire Drills**

During lessons, the teacher responsible for the class will ensure that pupils in his/her care will evacuate the school buildings and assemble at a safe point should the fire alarms sound.

In Riley, pupils are expected to leave the Riley buildings quickly and quietly and to assemble in divisions on the Paddock. Fire drills are held regularly and it is important that day pupils, and boarders absent from school, sign out when leaving Riley so that high levels of pupil safety can be maintained.

## **House Meetings**

Meetings are held every weekday at 2.00pm (1.15pm Saturdays).

A roll call is taken and notices given out. Important matters may also be discussed, along with changes in routine and administrative concerns.

Pupils may not absent themselves from House meetings unless they have a good reason to do so.

## **Day Pupils**

On arrival, pupils should sign-in by the tutors' office. Lockers are provided for school books. Games clothes should be kept in the changing room.

Departure times can be arranged to suit parents (once school commitments have ceased) but duty staff should still be informed and pupils should sign out.

Parents/guardians waiting to collect pupils should make themselves known to duty staff and feel free to use the social hall and the tea and coffee making facilities.

## **Absence from School**

Please contact Mr Bush as soon as possible in the event of absence from School so that teaching staff and music tutors can be informed. If pupils are to be excluded from games for medical reasons, a letter should be sent detailing the restrictions.

## **Pocket Money**

Pocket money cheques should be made payable to:

**'Riley House Pocket Money Account'**

..... and given to one of the Riley tutors.

Each pupil will have a running balance from which expenditure on tuck and cash will be deducted. The accounts are stored on the school computer network and updated on a weekly basis so that pupils can keep track of their spending.

Pupils are discouraged from holding large sums of cash.

'Topping-up' of both pocket money and tuck is left to the discretion of parents/guardians! Tuck lockers are provided. Tuck boxes are unnecessary.

Pupils may wish to bring small lockable storage boxes in which personal possessions such as diaries may be kept in the dorms.

## **Birthdays**

Birthday parties can be arranged for those pupils for whom a birthday falls during term time. Contact Mrs Bush for details.

## **Medication**

**ALL forms of medication, including cough sweets & vitamins must be given to Matron for reasons of pupil safety.**

Matron holds several surgeries during the day for minor ailments and for coordinating contact between pupils and the Medical Centre (Tel 01738 815010).

The Medical Centre will inform parents if a pupil has been admitted or if a major course of treatment is required. Where possible, Riley pupils are accompanied to hospital and dental appointments by Riley staff.

Parents of day pupils must notify matron of any medical conditions that might require attention during the school day, eg asthma, diabetes.

## **Laundry**

This is collected on Tuesdays and returned on Fridays and collected on Fridays and returned on Tuesdays. Please bear this in mind when providing pants, socks etc !

## **Miscellaneous**

Stationery, stamps, sports equipment can be purchased from the School Shop.

The Riley Matron has a small stock of toiletries and batteries that can be purchased from her. The cost is added to the school bill.

PS Bring a mug for the kitchen; personal duvet covers & pillowcases and your own posters!

**Aerosol cans are not allowed in Riley.**

**Laptops ipads, tablets are not permitted in Riley.**

## **Academic Structure**

The academic arrangements for Riley are very similar to those of the senior school with departments co-ordinating tuition under the Director of Studies and answerable to the Headmaster.

Because parents of Riley pupils raise their academic concerns with the Housemaster, he also has a de facto responsibility for addressing specific issues with individual teachers or their departmental heads. General matters will be referred to the Director of Studies, Mr Streatfeild-James or Mrs Lalani who is responsible for the Riley curriculum.

The Riley Housemaster is also responsible, along with Heads of Departments, for ensuring that the academic environment is satisfactory and appropriate for the tuition of Riley pupils.

Each Riley pupil is placed in a 'Division' for their time in the junior house. There is a teacher responsible for running the division. All pupils attend a class registration and Tutor time from 8.20am to 8.30am on Monday, Tuesday and Thursday with their academic tutor. Parents are encouraged to consult the academic tutor at regular intervals and on an informal basis where appropriate. This can be arranged in person or via the Housemaster.

Divisional Leaders:

<i>Balmanno</i>	Mrs Streatfeild-James
<i>Dron</i>	Mr Keir
<i>Dupplin</i>	Mr Fleming
<i>Glenearn</i>	Mrs Ailinger

### **Forms**

Riley forms correspond to the following:

Form 1JJ	Age 9+	Primary 5/Year 5
Form 1J	Age 10+	Primary 6/Year 6
Form I	Age 11+	Primary 7/Year 7
Form II	Age 12+	S1/Year 8

Form placement is determined by age, entrance exam performance, school reports and social maturity, for those pupils who straddle the age boundaries.

The structure and operation of the four year groups is designed to give a gradual progression from a primary school curriculum to that of a secondary school. The young 1JJ and 1J pupils will have a classroom of their own in which many of their lessons will be based. As the pupil progresses into first and then second form, the movement from one classroom to another will increase.

### **Curriculum**

This may be a four year experience (equivalent to P5-S1), a three year (equivalent to P6-S1), a two year experience (equivalent to P7-S1), or a one year experience (equivalent to S1). Within a subject area, the progressive acquisition of knowledge and skills from Form 1JJ to Form III and beyond is a key objective. Departments follow courses based on the key stage programme for the National Curriculum.

In Riley House a broad range of subjects is taken:

In Form 1JJ (P5) and 1J (P6) pupils follow the core curriculum of English, Maths, PSE, History and Geography with their class teacher, and go to specialist teachers for French, Science, Design Technology, Art, Divinity, Music, Computing and PE.

From Form 1 onwards, the curriculum consists of:

Art, Classical Studies/Latin, Computing, Design Technology, Divinity, English, French, Geography, History, Maths, Music, PE, and Science.

In Form 1 there are two mixed ability sets. In Form II, Maths and French groups are setted independently.

## Setting

Setting is used to facilitate a teaching style and lesson content most appropriate to the ability of the pupil.

There is no setting in 1J, but it may be divided into two mixed ability groups should the numbers warrant it.

Form I depending on numbers is set only in Maths and French (according to attainment levels and familiarity with the subject). See course outlines. Form I is divided into mixed ability groups at first, with the option of appropriate setting at a later date.

Form II is divided into two or three classes. French and Maths sets continue as in Form I but pupils new to the school could spend some time in a distinct set until proficiency levels have been established.

## Expressive Arts

Music  
Drama  
Verse Speaking  
Art

The expressive arts form a key part of the curriculum and help to enhance creative and personal skills that provide enjoyment at the time and serve the child well in later life.

**Music** tuition is organised by the Director of Music and queries relating to class or instrument tuition should be directed to him.

The tuition timetable is organised so that if an academic lesson is to be missed on one occasion the same lesson will not be missed in the following weeks. This ensures that disruption to work in class is kept to a minimum. Because the school uses professional musicians (who often have concert commitments in the evening) for individual tuition, their working day is restricted to normal 'office' hours. Some lessons are taught during games afternoons but it is inevitable that pupils will, on occasions, have to miss class. A term's notice is required if a pupil wishes to cease instrument tuition.

Pupils learning an instrument will be encouraged to take part in small, informal 'mini-concerts' in front of their Riley peers. The aim of these is to introduce the idea of performance, to diminish inhibitions.

Other musical events held during the school year include the Headmaster's Music, to which all Riley parents are invited, the inter-divisional music competition, the Carol Service and the Perth Festival and the Riley formal and informal concerts.

In addition to the need to improve proficiency through the discipline that performance demands, there is an emphasis on fun, and we judge our own performance on the number of pupils participating in the various choirs or learning musical instruments as well as the quality of what they ultimately produce!

**Drama** also plays an important role and all pupils attend drama classes and perform in a variety of productions within and outwith the curriculum. For many, the first performance on stage is in the inter-divisional drama competition when pupils are expected to write, produce, direct and perform in their own plays. They may also be involved in class plays and in the final production of the year at the end of the summer term. Music and drama departments work closely on this and other productions.

The emphasis throughout is on the 'process of drama', ie making it happen, rather than performance per se.

**Verse Speaking** is also encouraged and the school participates in a number of competitions during the year. It helps children to develop a confidence in standing up and speaking in public and in developing a command of language.

**Art** focuses on three key media; painting/drawing, ceramics and print making. Work is based on first-hand observation and developed at an ever increasing scale as the child progresses through the school.

For many who enter the School, art has played only a minor role in their prior education and it is often the case that the main obstacle to progress is the feeling that a latent ability does not exist and that proficiency cannot be learnt. Removing such barriers is an essential part of the junior curriculum.

### **Entrance Exam**

The entrance exam serves several purposes.

- It helps the School to determine the ability levels of pupils who have had very different academic backgrounds. If the candidate is entering at second form level, this information may be used for subject setting.
- The exam may highlight areas in which a degree of learning support might be beneficial and this enables the school to organise provision in advance of the pupil's arrival at Strathallan.
- In rare cases, the performance levels achieved in the entrance exam may suggest that interests of the child would not be served by entry to the school, for example, in cases where there is a learning difficulty that our own Learning Support Staff could not address.
- The entrance exam identifies children who merit academic scholarships.

### **Progression**

Pupils arrive in Riley from a wide range of academic backgrounds. The priority in Term 1 is for each new pupil to feel settled and confident in his/her new surroundings. Once this has been achieved, progress in the classroom is inevitable.

In order to achieve this the need for pupils to move around the teaching campus and the range of personnel they need to know is limited. Pupils in 1JJ, 1J and Form 1 are taught a number of their lessons in their own form room. Where specialist facilities are required (eg Science, IT, Design Technology), they will go to the appropriate department.

As each pupil goes through Riley, the style and structure of teaching is designed to encourage greater independence in readiness for the demands of certificate examinations later in their careers.

Academic pressure increases during the course of the school year as pupils become more settled and self-confident and are able to cope with the additional demands being placed upon them. We aim to foster a genuine interest and natural inquisitiveness in academic learning so that each pupil can achieve his/her potential.

### **Support for Learning**

Learning support may be helpful in cases where a child has missed important parts of his/her education in the past, or when there is a specific learning difficulty such as dyslexia.

It is inevitable that a significant amount of teaching support takes place within the classroom by subject teachers who identify and then address weaknesses in the academic performance of their pupils. In such cases there need be no involvement by the Support for Learning.

Where longer term difficulties occur, or where a problem needs to be assessed, the Support for Learning will become involved as soon as possible.

Support for Learning Staff are alerted to children with problems directly by the parent, the subject teacher, or by the Riley Housemaster. Case conferences are held periodically with subject teachers to discuss the needs of individual pupils. Information about their needs is circulated by the Head of Support for Learning at her discretion.

Pupils may be withdrawn from some classes for support teaching.

The Head of Support for Learning co-ordinates the involvement of outside agencies such as educational psychologists and, together with her staff, is responsible for reporting to parents on the progress of their child.

### **Monitoring & Reporting**

Pupil progress is monitored and reported in a number of ways:

- 1 Form Orders
- 2 Academic Reports
- 3 Subject Tests
- 4 End of Term Exams
- 5 Work Cards
- 6 Subject Reports
- 7 Parent-Teacher Meetings

Parents are kept informed of pupil progress via the form order system, subject reports, parent-tutor meetings and parent-teacher meetings. Parents can access form orders and end of term reports via the School website in the Parents' Area. A user name for this can be obtained from the School reception.

Parents are also encouraged to consult the academic tutors who regularly monitor the progress of their tutees by the form orders, the tutor times and through informal contact with the classroom teachers.

Every pupil is issued with a student planner that must be taken to each lesson. Prep assignments must be recorded in the planner, which is checked regularly by Riley staff. (All pupils are expected to carry a schoolbag).

## **Form orders & Academic Progress**

### **REPORTING**

Reports and Orders will be produced using a central database. Reports are compiled for parents at the end of each term, in which each subject teacher writes on the term. Each Subject Report also summarises the Form Orders and any Internal Exams which have taken place. The Housemaster/Housemistress and Headmaster will report on each pupil.

The heart of the report is the extended comment which details the pupil's progress and attainment in relation to the learning outcomes of the course, his or her attitude and effort, and (for Forms V, LVI and UVI), likely performance in public examination and suggestions about how progress is to be achieved in the future.

### **FORM ORDERS**

The purpose of the Form Order system is to provide a regular and relatively frequent overview of a pupil's academic progress, attainment and effort. This allows the Tutor/Housemaster/Housemistress to give the pupil up to date guidance, support and encouragement in his/her academic studies.

Form Orders will be given twice in the Autumn term, once in the Spring term and one in the Summer term, unless Public Exams or Trial Exams make them redundant. The Progress Grade will be linked to regular assessment of the pupil's progress against National Curriculum benchmarks.

Each Order will contain:

1. **Last assessed grade or level, indicating the criteria used** (eg GCSE for those starting Lower VI). For pupils joining the School we record grades where they are known, otherwise in the first Order of the Autumn Term they will be blank. English and Mathematics report for Forms 1JJ to III on the separate skills areas in their curriculum, giving a level for each skill, twice a year.

2. **Progress Grade: A/P/M/B:** "This assessment shows that the pupil has, in the last Order, .....

Achieved or continued to achieve the highest grade / level available

Progressed towards the next grade / level

Maintained the previous level of achievement

Below the previous level of achievement

Merits are awarded for pupils in Forms 1JJ to IV as an additional means of rewarding individual achievement.

3. **'Work' Grades:**

Making an unusual and significant contribution in all aspects of the work and producing exceptional output.

No criticism of any aspect of the work. All work inside and outside of the class done at high level.

All work done properly. Productive involvement in class work and discussion.

Occasional concern about production of work and/or level of engagement in class.

Major concern about production of work and/or level of engagement in class.

In all cases teachers will take into account the capacity of the pupil (MidYis assessment, SEN information, previous school, examinations/tests et cetera) and make judgements in light of this.

4. **Comments** will be included, particularly if the pupil has a B grade for Progress. They will contain areas for attention / reason for a 4 or 5, and any messages the teacher wishes to convey.

Sample Form Order entries, with explanation:

Autumn Order 1	Teacher	Set	No/Set	Level	Grade	Progress	Work
French	A N Other	FRE4	13	KS3	5	P	3
<b>Comment</b>	Andrew has been working hard but is experiencing some problems with his spelling <i>(First Order of the Autumn Term: Andrew is in Set 4 for French, there are 13 pupils in the set. Last year (in Third Form) he was on the Key Stage 3 French course and was at Level 5 in the Summer Exam. Since then he has made progress, he is working satisfactorily and has gained one Merit)</i>						
Autumn Order 2	Teacher	Set	No/Set	Level	Grade	Progress	Work
English	A N Other	ENG4	13	GCSE	D	P	3
<b>Comment</b>	Good work: his essays show progress and he has given a competent talk to the class <i>(Second Order of the Autumn Term: Andrew is now assessed on the current course (GCSE French) and is achieving marks consistent with a D grade. Again he is progressing beyond this, working satisfactorily and has gained two Merits.)</i>						

Sample Subject Report:

<b>Geography</b>	<b>Class Code:</b> GEO4	<b>No in Set:</b> 13
<b>Last Term's Assessment Level:</b> KS3	<b>Grade at this Level:</b> 5	
<b>Order 1</b>	See above	See above
<b>Order 2</b>	GCSE: D	
<b>Progress P</b>	<b>Work 3</b>	
<b>Progress P</b>	<b>Work 3</b>	
<b>Examination:</b> 44% <b>Grade:</b> E <b>Class Position:</b> 1 <b>Year Position:</b> 1		
Andrew was lagging behind the rest of the class last year and needed to pay particular attention to data sources, terminology and interpretation. He has been much more alert this term and has consequently made much stronger progress. His preps have been completed to a good standard, he has been consistently engaged and interested in class and his talk on Nile Delta was both entertaining and thoughtful. Next term he will need to continue to work on the details of his written answers.		
Mr A N Other		

The key stage levels may well not be familiar to many parents, but they do make good sense and we encourage you to visit the Parents' Area of the School website and download the "Assessment at Strathallan" documents which contain detailed descriptions of the criteria.

## MERITS AND DISTINCTIONS

In order that pupils may receive credit for their efforts, academic work of particular quality for the pupil may be awarded a Merit by the class teacher. These Merits will be recorded in his/her Pupil Planner, and when a total of eight Merits is achieved the pupil, via his/her Academic Tutor, applies for a Distinction. This Distinction certificate will be awarded by the Headmaster.

## ACADEMIC SANCTIONS

Academic Tutors and Housemasters will be kept informed where a pattern of unsatisfactory work is developing. The Tutor may choose to put the pupil concerned on a Work Card, which is signed by the class teacher at the end of each lesson and by means of which the behaviour, attitude and work of the pupil are monitored.

## PUPIL PLANNER

The Pupil Planner is designed to help pupils plan their work, manage their time, record their achievements, review their progress and set targets for improvement. It is a further means of communication between the pupil, the academic tutor and teaching staff.

## **PREP**

Prep/homework serves to reinforce ideas covered in class and to encourage independent work practices that will become vital as pupils progress through the school.

Prep for boarders is supervised by a member of the Riley staff and takes place between 6.15pm and 7.00pm. Day pupils may stay for evening prep or go home.

Prep demands increase in terms of quantity, and difficulty, as a child progresses through the school. Our aim in Riley is to lay the foundation for future success by developing good organisational skills, individual motivation and the ability to solve problems independently.

Some activities may encroach into prep time and pupils are only released from supervised prep if their performance is such that we can be sure that the work will be done at another time.

Pupils who score exceptionally well in their form orders will be awarded a 'Library Mark' and need not attend supervised prep.

## **EXAMS**

Exams are held in some subjects at the end of the autumn and summer terms. Some subjects are best assessed in end-of-topic tests throughout the year whilst others require formal examinations.

## **PROGRESSION TO THE SENIOR SCHOOL**

Academic progression is conditioned by the need to meet the criteria necessary for pre-GCSE courses to be effective. Departments work hard to ensure that Riley pupils are well prepared for Senior School work and if progression would not be to the benefit of a particular pupil, then the possibility of repeating second form would be considered (in consultation with parents).

Pupils are encouraged to broaden and to extend their familiarity with the Senior School during their final months in Riley so that the transition is as 'gentle' as possible.

In the summer term second form pupils are allocated a senior House. Siblings will normally follow each other and are given first priority.

In moving from Riley into a senior House, pupils need to adjust to a more self-disciplined environment. This can often require a period of adjustment and places a considerable responsibility on all parties to ensure that a healthy balance and mutual respect is achieved.

Pupils need also to be aware that House staff may also change during the course of their school career.

Parents are encouraged to meet their future Housemaster/mistress in the summer term.

# OUTSIDE THE CLASSROOM

## STRATHALLAN – EXPECTATIONS OF PUPILS’ BEHAVIOUR

### 1 As Individuals

Pupils are asked to behave in such a way as to gain the maximum benefit from the School, and to contribute to the general welfare of the community. The personal breaking of rules which affects only the individuals concerned will be regarded with varying degrees of disapproval, according to the nature of the offence. Behaviour which hurts others or damages the reputation of the School will obviously be regarded very seriously and may lead to suspension or permanent exclusion.

Pupils should treat authority with respect. It is, however, essential that pupils feel free to use proper channels for complaint when appropriate and that such complaints are seen to be fairly handled.

Personal standards of politeness, tidiness, punctuality and honesty should be high and a full commitment to the whole life of the School is essential. Whilst work should be the priority, it is both possible and desirable that music, games, drama and other activities should be followed. It is important to support your friends, your classmates and those in your House when they take part in such activities. This applies to Day Pupils as well as Boarders.

### 2 As Groups

Standards of group behaviour should be those expected of the individual. Respect for, and tolerance of, others is essential. There is no excuse for behaviour which may hurt, offend, or annoy, others.

When visiting other schools, or on trips away from School, pupils are ambassadors for the School and should behave so as to bring credit to themselves and the School. Good manners are the key to this and good manners are based on consideration for others. Group behaviour which may offend or intimidate is unacceptable.

### 3 As a School

Loyalty and commitment to the School (as well as to House, team, etc) benefits all. Individual or group cynicism only serves to try to undermine much of real or potential value. Enthusiastic participation and an interest in the contributions of others is the key to a fulfilling and enjoyable School career.

- 4 (a) The enforcement of this code of behaviour is a matter for the Prefect body and for all staff. More importantly, though, it is a matter for the whole School community. Self-policing is the most effective means but will only occur when there is a general respect for the principles behind the rules.
- (b) When rules are broken the normal means of punishment comes through the Houses. The great majority of ‘offences’ are dealt with by Housemasters and Housemistress (of course, punishment is not always needed). The most common way of dealing with offenders is through ‘dirty jobs’ (fatigues), either at a School or a House level. Reporting-in is also used and, usually for seniors, the withdrawal of certain privileges.

- (c) For more serious offences offenders will be referred to the Headmaster or the Second Master.
- (d) A formal warning may be issued about future behaviour and the pupil may be punished within the School or suspended. In such situations the Housemaster or Housemistress will be consulted and Parents will be informed. In extreme circumstances expulsion may follow, either as the result of a very serious offence or continued misbehaviour after a formal warning.
- (e) If there is group misbehaviour a group punishment will follow. In such cases it is essential that all involved suffer the same sanction unless an individual is already under a formal warning.
- (f) Within the School the emphasis will be to maintain good behaviour and discipline through rules which are seen to be fair and reasonable. A clear line will be drawn between offences which are the natural result of youthful exuberance and those which are socially acceptable.

### **Sanctions used in Riley**

Sanctions relating to pupils are guided by the following principles;

1. They should be fair and in proportion to the offence or misdemeanour
2. They should not be vindictive
3. They should involve no physical coercion
4. They should, if possible, be related in nature to the offence
5. They should be administered as far as possible at, or close to, the time of the offence

Where possible, sanctions given in Riley resemble those given at home, and we try hard not to 'institutionalise' chastisement, which is often the easier option. Children committing serious offences at this level, are usually experiencing significant personal problems and our approach is to first identify the cause of his/her offending, before working with parents to assist the child in resolving their difficulties.

Sanctions may also have a deterrent effect and within any community there is always a desire that 'justice be seen to be done'. It is not always possible to achieve the level of consistency that children, and some adults, may expect, given that mitigation must always be a part of the disciplinary process.

### **Types of sanction**

1. **Lines** A generally unproductive sanction but one which serves to illustrate, and to reinforce to the pupil, that certain types of behaviour are wasteful of the time of others. Lines copied from an academic text may be of marginal benefit to the miscreant. Lines are not given to pupils who have a specific learning difficulty.
2. **Detention** An appropriate sanction on occasions when a pupil has failed through negligence or laziness, to complete task on time. Used infrequently for pastoral matters and more appropriate for offences or omissions in classwork.
3. **Early bed time** An effective sanction and one used for a range of offences.

4. **Interview with Housemaster** Part of a graduated sanction scale for a series of offences or for a particularly serious misdemeanour. At this stage the offences and sanctions will be recorded in a sanction book. The Housemaster may wish to discuss the matter with parents.

5. **Gating** The loss of most privileges for a certain period of time. Used for serious offences and for those which indicate a blatant betrayal of trust.

6. **Interview with the Headmaster** For serious breaches of discipline or repeated offences. The Headmaster may wish to contact parents and to apply further sanctions such as suspension from school or expulsion.

Offences of a serious nature will inevitably involve the participation of parents at some stage and their input and support is crucial to any decisions regarding the type and scale of sanctions.

Serious sanctions are recorded in the Sanctions Book. Less serious offences will be reported to the Housemaster during day-to-day business and, if a pattern of misbehaviour by one pupil or a group begins to emerge, further action may be taken.

### **Pupil Hierarchy**

Divisional Leaders are selected from time to time to help organise divisional sports teams and divisional music and plays.

Riley pupils are expected to respect the School Prefects and to learn a sense of duty and service towards others.

### **Weekend Arrangements**

Strathallan needs to meet the needs of a wide range of family situations and arrangements need to be flexible enough to allow frequent leave-outs for some boarding pupils, whilst maintaining activities and interests for those who remain in the school at most weekends.

There is no limit to the number of Saturday/Sunday (ie overnight leaves) that a pupil may take. Leave-outs may begin when School commitments have finished and this usually means that children are free to leave at 3.00pm on Saturday afternoons. Pupils may leave earlier if a special occasion has been arranged or if parents travelling from abroad wish to see their offspring on an extended leave!

On Saturday evenings films are shown and refreshments served on some occasions. In the summer, when the weather is more favourable and the days are longer, pupils may choose to spend their time playing tennis, French cricket etc on the paddock and fewer films are shown.

Sunday mornings begin at the later time of 8.30am and morning arrangements are outlined at the House meeting (9.45am).

There is often an outing arranged by duty staff on Sunday afternoon.

Popular activities include:

Visits to Perth, Dundee and St Andrews  
Leisure Pools, ice rinks and cinemas  
Local tourist attractions and events  
Rugby Internationals in Edinburgh

## **Bullying**

Bullying is anathema to the modern boarding school.

Our policy towards bullying is based on a limited acceptance of the precautionary principle; ie that bullying will occur if it is allowed to. A number of preventative measures are in place to ensure that insensitive behaviour does not progress towards systematic bullying. We define insensitive behaviour as being sporadic and/or spontaneous unpleasantness towards a fellow pupil whereas bullying implies behaviour that is systematically malicious.

As children become settled and confident in their school environment, so their behaviour towards each other begins to resemble that found in 'normal' family life, with all the 'ups and downs' that tend to occur at home. 'Sibling' rivalry can occur and we are mindful of this in dealing with confrontations that have gone too far or gone on too long. Such behaviour can be upsetting without necessarily being classified as 'bullying'.

We become very concerned if difficulties arise between an older and younger pupil, between pupils in different social grouping who would not ordinarily mix, and where a pattern of offending emerges. Such problems are addressed immediately.

## **Preventative Measures**

1. The promotion of a culture in which bullying is considered to be socially unacceptable
2. A good rapport between staff and pupils
3. Good peer group support for all pupils. Encouraging pupils to take responsibility not only for themselves but for those around them
4. Constant and comprehensive observation of pupil behaviour
5. The strong staff presence on-site
6. Raising the issue of bullying on a regular basis through house meetings and through the PSHE curriculum
7. Occasional pupil surveys (anonymous responses)
8. Free access to the telephone (Childline number on display)
9. Free contact with parents, friends and guardians
10. Open access to scrutiny by visiting parents, relatives and guardians
11. Free access to the Medical Centre and to contact with the school doctor
12. Promotion of external agencies such as Childline and the NSPCC

## **Corrective measures**

In the event that him/herself displays signs of bullying, he or she would discuss the problem with a member of the Riley Staff. The parents would also be informed. An underlying assumption would be that the 'bully' is himself a victim.

Should a child display symptoms of being bullied, he or she should be offered the opportunity to discuss the matter with any adult member of staff of their choice, within or outwith the boarding house. In such circumstances, the medical centre can play a very important role.

### **Child Protection Issues**

The Riley policy towards child protection is consistent with that of the senior school. Staff are familiar with the Child Protection Guidelines and follow procedures laid down in these guidelines.

There is close co-operation between the house and the school's child protection co-ordinators (CPC) on matters of pupil welfare and between the house and social service departments on occasions when advice and guidance from outside agencies is necessary.

All matters of child protection are raised with the Housemaster who is then responsible for ensuring that correct procedures are followed.

If staff should feel that a child is not receiving the support that he or she needs from the Housemaster, the CPC may be contacted directly.

All adults employed in Riley have been cleared to work with children.

### **Confidentiality**

Pupils have a right to confidentiality with respect to health, welfare and other matters, subject to the conditions laid down in the Child Protection Guidelines. The degree to which information is disseminated to pastoral and academic staff is at the discretion of the Housemaster.

We cannot guarantee confidentiality to pupils who raise serious child protection issues with us.

The fundamental criterion governing the distribution of sensitive information is the practical relevance of such information in making decisions about the welfare of the pupil(s) concerned.

### **Money**

Pupils are encouraged to submit all large sums of cash to the House Bank. We cannot be held responsible for money that is lost or stolen.

Money deposited in the House Bank is available on a regular basis. Some items, eg stationery and tuck, are deducted from each pupil's account as is a small house sub payable each term to finance the purchase of table tennis balls, bats and other equipment.

Pupils can check their balances on a weekly basis and can question debits that they cannot explain.

Money is never deducted from pupil accounts for the purpose of punishment although, where responsibility can be identified, they may be asked to compensate a fellow pupil for lost or damaged property.

## **Personal Development**

We provide an environment in which children feel comfortable, happy and secure. It is our duty to ensure that all children feel valued and fulfilled and a part of the community.

Pupils are given the opportunity to express their anger and frustrations when these arise and feel that their opinions are worthy of consideration even when they may not be put into practice.

We provide young people with as much help as possible in acquiring those skills that will help them to cope with their progression into adulthood and to address their individual and communal needs when these arise. They will also, however, be encouraged to appreciate the constraints that living in a community may impose and to adopt an awareness of, and respect for, the differing needs of others.

In Riley we promote personal development at different levels and in different areas. Although pupils must understand that we have clear, unambiguous expectations of their behaviour at all times, they must feel free to question authority when and where it has not been fair. We also accept that as children mature, there may, on occasions, be a strong desire to rebel against authority and against certain accepted standards of behaviour. In such circumstances we judge our responses with care in order to avoid automatically punishing a child where punishment would be of little benefit to pupil or community.

By judging each pupil and each case on his or hers merits, we accept that there may be an apparent inconsistency in the way that some rules, regulations and punishments are applied.

Riley has been inspected jointly and separately by HM Inspectorate of Education and the Care Commission in February 2005 as part of the integrated inspection of Care and Welfare and Residential Provision at Strathallan, and in line with National Policy, was inspected by the Care commission in January 2007, March 2008, January and April 2009 and jointly by HM Inspectorate of Education and the Care Commission in January 2010, again in tune with national policy. Amongst the key strengths, the inspection teams identified:

- The very positive ethos and good relationships between staff and pupils.
- Polite, friendly and well-behaved pupils
- Riley pupils wholeheartedly embraced the opportunities available
- The high quality of pastoral care provided for pupils. Pupils said they liked everyone, including the Support Staff. Staff are enthusiastic and motivated in caring for pupils in the School.
- The strong support for pupils' education provided in the boarding houses and through extra-curricular activities.
- The well developed systems that allowed parents and pupils to participate in the assessment of care within the School and contribute to improving the quality and care provided.

The pastoral team is conscious however of the need for continuing self-evaluation and we welcome constructive criticism and advice from parents, pupils and fellow staff. The full inspection report can be viewed via [www.hmie.gov.uk](http://www.hmie.gov.uk).

## **Privacy**

Privacy is a major and sometimes contentious issue in boarding school life. Children need personal space but this is often compromised by the very arrangements that make boarding school such an enjoyable and fulfilling experience.

The most essential need for private space is in the sleeping area and for this reason the dormitories are out of bounds to all pupils other than those who sleep there. The bed space, under bed locker and bedside locker or wardrobe are not subjected to regular or even periodic inspection although we do expect and demand a degree of tidiness. The only occasion on which this private space would be searched would be in circumstances when there was evidence to suggest that a pupil might do harm to himself/herself or others.

Correspondence between pupils and their friends, relatives, guardians or anyone else, is considered to be strictly private.

Pupils may keep possessions in lockable boxes in their dormitories but we expect them to build up a respect for the property of others which may not be locked away. An essential part of living in community is the development of mutual trust and this cannot be achieved if all possessions are automatically kept under lock and key.

Children who are particularly self-conscious have access to a screened shower area. The washroom areas have been designed to afford a reasonable degree of privacy.

Pupils may at any time request to see the Riley Matron or Mrs Bush in private without the need to explain to other staff why they should see her.

The domestic staff are also fully aware of the needs of some pupils for a degree of sensitivity at certain times.

## **PUPIL SAFETY AND SECURITY**

Although there have been no instances of pupils being put at risk by individuals from outwith the School, sensible precautions are necessary to prevent and to deter intrusion.

The most effective security measure is to have a strong adult presence at all times and this has been achieved in Riley with the accommodation arrangements for resident staff. With five adults living within the Riley buildings, there is continual monitoring of pupil safety and visitor presence.

There, are at all times, two members of staff on duty in the Riley buildings and all unfamiliar visitors are approached for identification.

Pupil visitors from other parts of the School are also expected to approach duty staff before entering the House in order to validate their presence.

Parents, friends or relatives visiting the School are encouraged to make use of the social hall and to communicate with the duty staff. One objective of this is to promote a degree of transparency between the boarding house and the outside world. Visitors are able to observe how pupils interact with each other and with the Riley staff.

External doors are made secure by the duty staff each evening and unlocked each morning before breakfast. The front door has a key pad. Pupils are not permitted to leave their dorms after lights out and it is considered to be a very serious offence to leave the Riley building at night.

## **SPORT AND TEAM GAMES**

Team games play a central role in the boarding house in terms of individual personal development and as a communal activity. The balance is therefore drawn between the wishes and needs of the individual and those of the team.

There is a compulsion to participate in games. Pupils may choose, however, not to play at a representative level but instances of children who merit a place in a team but who would rather not participate are very rare.

In rugby, no pupil is permitted to play at a higher age group than his own unless special consideration has been given to his welfare on the pitch. Where fixtures involve a mixed age group, the selection process places considerable emphasis on pupil size and strength and no pupil will be expected to compete in circumstances where a significant size disadvantage might arise.

Although the main sports are rugby, hockey, cricket and netball, alternatives are provided on option days and a wide range of sporting activities is available at all times.

Children are encouraged to compete to the best of their abilities but the emphasis is on the whole experience of competing and not just the final result. Proper respect for rival competitors and for officials is central.

Day pupils needing to be excused games should bring a note from their parents or doctor.

## **EXTRA CURRICULAR SPORTS**

In addition to the main team sports we also offer a variety of voluntary sports and physical activities. These currently include:

aerobics, athletics, basketball, climbing, cross-country, fencing, football, horse riding, indoor cricket, judo, karate, rifle shooting, squash, swimming, dance, tennis, golf, table tennis, fitness room, soft ball.

## **STAFF COMMUNICATION**

Staff meet regularly and frequently on both a formal and informal basis.

Tutor meetings are held regularly in order to discuss routine matters concerning the running of the House and any problems or pupil issues that have arisen. Where relevant, these are then communicated to the pupils in their divisional meetings.

Staff also meet on a daily basis at House meetings.

Because the Housemaster is resident in the boarding house, matters can be raised with him throughout the day, without the need for a formal meeting or interview.

All the Riley staff are available for consultation with teaching staff at various times throughout the school day.

There is regular communication between the boarding house and Medical Centre.

The Headmaster is available when House matters need to be discussed at that level. Contact between the Headmaster and the Housemaster occurs several times a week and specifically at the weekly Housemasters' meeting.

On occasions when the Housemaster is absent from School, he can be contacted by mobile telephone.

## **TRAVEL**

In general, we take responsibility for pupils once they have arrived at the House. For pupils travelling from abroad, responsibility begins once they have been handed over by the airline or travel agency. This also applies when pupils travelling by train arrive at Perth station.

Parents may choose to make alternative arrangements involving taxi firms, relatives, guardians or even older pupils, in which case responsibility begins when the pupil arrives at the School.

We are only responsible for pupils during their journeys when we accompany them. In order to travel by taxi, pupils must first obtain a taxi 'chit' from the Housemaster.

Local taxi firms:

M & M Chauffeur Service	(01738) 730444
Earn Private Hire	(01738) 813672

The ability of children to make travel arrangements and to safeguard travel documents and passports varies considerably and we, therefore, assume responsibility ourselves.

## **COMPLAINTS**

Should a parent be dissatisfied with the way in which a particular matter has been approached, or with any aspect of pupil care and welfare, the Housemaster should be contacted as soon as possible. Parents have a right to raise their concerns and we wish them to do so. If difficulties persist, the Headmaster should be informed.

Pupils who have grievances may contact any member of staff in Riley or elsewhere and matters arising will then be passed to the Housemaster or Headmaster.

Formal complaints will be acknowledged promptly and a record kept. In such cases the School will respond formally identifying the issues raised and the action taken.

With complaints concerning a child's safety the School will follow the procedures listed in the Child Protection Guidelines.

In extreme cases a complaint may go beyond the Headmaster to the Chairman of the Board, who may seek the advice of the other Governors.

If you wish to make a complaint about an aspect of care provision at Strathallan which is regulated by the Social Care and Social Work Improvement Scotland (SCSWIS) or about the SCSWIS itself you can:

- Telephone the Regional Office or Headquarters
- Write to the Regional Office or Headquarters
- Go to any of the Offices
- Email by logging on to the website at [www.scswis.com](http://www.scswis.com)

**HEADQUARTERS:**

SCSWIS

Compass House  
11 Riverside Drive  
Dundee DD1 4NY  
Tel: 01382 207100

**REGIONAL OFFICE:**

**Central East Region**

Compass House  
11 Riverside Drive  
Dundee DD1 4NY  
Tel: 01382 207200

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