

### College Ethos

In line with the agreed values of CCSS, the Trustees expect the college to be a place where:

- all individuals are respected and their individuality valued;
- students are encouraged to achieve;
- self-discipline is promoted and good behaviour is the norm;
- rewards and sanctions are applied fairly and consistently.

Whilst the college will not tolerate bullying or other anti-social behaviour, the college acknowledges that all problems are likely to have underlying causes, which CCSS will take account of, and do its best to counter.

All staff are expected to uphold the values of CCSS, encourage good behaviour and respect for others, and to apply all rewards and sanctions fairly and consistently. CCSS recognises that well planned, interesting and challenging lessons make a major contribution to good discipline. Heads of Faculties will ensure that programmes of study and the methodology used in faculties is well thought out and of a consistently high standard. All staff must ensure that a record of any behavioural issue is kept and recorded.

### Standards of Behaviour

The college has high standards of behaviour. All staff are expected to promote self-discipline amongst students and to deal appropriately with any behaviour that conflicts with the values of CCSS.

Punctual attendance at college and lessons is required. All absence from lessons must be explained and unexplained absence will be followed up by the relevant staff, in line with our attendance and lateness policies.

It is understood that there will be variations in staff acceptance and tolerance of students' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.

Through discussions at college meetings, including the College Council, faculties, house-staff, tutors and welfare, the college endeavours to ensure that staff apply all standards consistently and fairly.

### Rewards and Sanctions (See Policy on Promoting a positive ethos)

In line with our values and approach, all students at CCSS are rewarded and sanctioned in ways appropriate to their age. CCSS values dialogue with students in the first instance, followed up by appropriate referrals to tutors and other staff. Equally, students showing exemplary approaches to work, contributing to the establishment of a positive working environment for others, are congratulated and an appropriate referral made to the tutor and the Principal. Rewards outwith this policy should be treated with caution.

Sanctions are proportionate to the offence, and should enable students to make reparation where possible. Any sanction should be as constructive as possible.

The following sanctions are examples of what may be used in appropriate cases:

- completion of work at home or extra work (in college, supervised study or at home)
- removal from the group/class or particular lesson (but only with the permission of the Deputy Principal and in exceptional circumstances)
- 'Gating' in the boarding house – refer to the House Managers' Handbook for details
- temporary (fixed period) and permanent exclusion
- School detentions
- Behavioural report

### **School detentions**

These are run 3 days a week at lunchtime for half an hour. Students may be put into this detention for any behaviour deemed sufficiently inappropriate, although there are consistent rules for commonly occurring issues. A student should receive a detention for incomplete homework, though they are allowed one missed per term without consequence. If a student is late 3 times in a week then they should have a detention, unless there are reasonable reasons to excuse this.

### **Behavioural report**

Where a student persistently fails to show appropriate behaviour (e.g. persistent lateness, or lack of homework), they may be placed on a behavioural report. This is a report card which is filled in by teachers each lesson and is checked by a senior member of staff daily. Failure to complete the relevant targets each day would generate a sanction.

The following sanctions are examples of what may be used:

- completion of work at home or extra work (in college, supervised study or at home)
- removal from the group/class or particular lesson (but only with the permission of the Deputy Principal and in exceptional circumstances)
- 'Gating' in the boarding house – refer to the House Managers' Handbook for details
- Detention at times outside of the regular slots. For a boarder this may be before the College normal start time.

### **Exclusions**

Only the Principal (or in his absence the Deputy Principal) can exclude a pupil. Recommendations for exclusion can only be made by the Deputy Principal.

CCSS will notify the local Social Care team if it should have to exclude a pupil who is subject to a child protection plan (whether fixed term or permanently).

Students may be excluded for one or more fixed periods or permanently.

For serious breaches of the college's behaviour/discipline policies, students can be temporarily excluded for periods not exceeding 5 college days on any occasion. More typically, the exclusion will be for 2 or 3 college days.

A decision to exclude a pupil permanently will generally only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed, e.g.:

- serious violence, actual or threatened, against a pupil or member of staff;
- sexual abuse or assault;
- using, possessing and or supplying an illegal drug (as per the college substance misuse policy);
- possessing drug equipment without evidence of illegal drugs;
- carrying an offensive weapon.

There are cases where it may necessary to impose an indefinite temporary exclusion, pending investigations of circumstances.

### **Parental Co-operation**

Parental co-operation forms part of the contract between the college and all parents of students at the college. A refusal to abide by the terms of exclusion may be considered a breach of contract.

### **Appeals**

Parents are entitled to appeal to Trustees against any exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Trustees at the college. A hearing will be set up as quickly as possible, but within 10 working days at the latest. The Trustees' decision is final. Students reaching the age of 18 may appeal on their own account.

### **Continuing Education**

The college will endeavour to provide education for a pupil who remains on roll and in the case of an exclusion of more than 5 working days, the college will consider:

- how the pupil's education will continue;
- how his/her problems might be addressed in the interim;
- reintegration post-exclusion.

### **Corporal Punishment and Restraint**

In accordance with the law there is no corporal punishment allowed by the college. However, if authorised by the Principal, a teacher or other member of staff may use 'reasonable force' to prevent a pupil from:

- committing an offence;
- causing personal injury or damage (including to themselves);
- engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time.

The Principal has authorised all teaching staff to use reasonable force in the above circumstances. Further guidance to staff is given in the Physical Contact (Restraint) policy.

## **Involvement of Parents**

Parents will be involved in discipline cases as appropriate. Individual staff (including tutors) should not involve parents in discipline issues without first consulting the Deputy Principal.

## **Involvement of Students**

CCSS will involve the Student Council in reviewing the college's anti-bullying policies and procedures and in the college's programmes to reinforce self-discipline and positive work and behaviour patterns.

The Deputy Principal is responsible for ensuring the positive contribution of students and, in collaboration with the Special Educational Needs co-ordinator where necessary, will ensure that the needs of SEND students and their participation in the consultation process are assured.

January 2018

Next review due December 2018