

## **CCSS Policy on Promoting a positive ethos**

### **Updated January 2018**

At CCSS we encourage students to adopt the highest behavioural and moral standards and to develop mutual trust and honesty. CCSS believes that strong relationships, good manners and a secure learning environment play a crucial part in the development of students, who are then motivated to become life-long learners. In addition, we develop qualities of team-work and leadership through our programme of extra-curricular activities.

At CCSS the students, staff and parents follow a set of college rules which are set out in the Guide for Parents and Students. On arrival at the college, boarders are additionally given a copy of General guidance for boarders. Students should follow college rules and understand what is expected of them and why sanctions may be imposed.

We see education as a partnership between students, parents and staff. Members of staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the college and in any written or electronic communication concerning the college.

We expect students to treat staff and each other with consideration and courtesy, and respond positively to the opportunities, demands and challenges of college life. Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated, as detailed in our Anti-Bullying policy. CCSS is strongly committed to promoting equal opportunity for all, regardless of age, race, religion, gender, sexual orientation, physical disability or learning difficulty.

We expect students to

- be ready to learn and to participate fully in college activities
- arrive punctually at lessons and other school activities
- attend all timetabled lessons
- respect the authority of members of staff, follow instructions and behave with courtesy at all times
- care for the buildings, equipment and furniture
- behave at all times in a manner that reflects the best interests of the whole community

### **Involvement of Staff**

In order to maintain the highest standards of discipline and pastoral care, all colleagues are required to provide firm, consistent behaviour management in line with the Discipline and Exclusion Policy. Students' behaviour in lesson time is the responsibility of classroom teachers with support from Heads of Faculties. Out of lesson time behaviour is overseen by individual tutors. Concerns arising from behaviour in the evenings and at weekends are managed by the House Staff on duty. Given the round-the-clock nature of boarding school life, regular e-mails, House staff meetings and tutor meetings enable the staff to provide continual, co-ordinated care that adheres to this policy and the Policy on Discipline and Exclusion. It is expected that every member of staff, whatever his/her role in school life, should intervene and deal with students who are behaving in an inappropriate way.

Our aim is to reward and encourage good behaviour. Sanctions help us to set boundaries and to manage challenging behaviour and the procedure is set out clearly in the Policy on Discipline and Exclusion.

## Teaching and Learning

CCSS aims to raise the aspirations of all its students and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. We assume that exemplary behaviour is the norm so that students can develop an enthusiasm for independent thought, research and learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. To maximise potential, our teachers offer each student a high level of individual attention, together with consistent and helpful advice.

## REWARDS

In line with our values and approach, we should expect all students studying at CCSS to be rewarded in ways appropriate to their age. Students showing exemplary approaches to work, contributing to the establishment of a positive working environment for others, should be congratulated and an appropriate referral made to the tutor.

CCSS believes that to support effective teaching, good behaviour in all aspects of school life is necessary. We seek to create a caring learning environment by:

- promoting good behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect. The small group sizes and individual tutorials contribute enormously to students acquiring the skills they need to enter into a mature dialogue
- encouraging consistency in our response to positive and negative behaviour
- promoting early intervention and value the excellent levels of communication between house management, administrative and academic staff
- encouraging positive relationships with parents and guardians to develop a shared approach and aim to involve them in the developmental dialogue that takes place during a student's time with us.

Strong lines of communication between staff at CCSS ensure that positive feedback on the quality of a student's contribution can be relayed throughout the community promptly and effectively. We aim to reward good behaviour at every opportunity and teachers and house staff will communicate this informally to the student's tutor who can then reinforce appreciation in the tutorial session and pass this on to colleagues and parents

More formally there are various mechanisms within the organisation to recognise student achievement:

1. **Tutor Commendations:** Tutors will nominate students to receive a Tutor Commendation Certificate at the end of each half term. Students eligible for this must demonstrate outstanding commitment and levels of application in all of their subjects. Nominations are made in the penultimate week of term. Once approved the Principal presents the student with a Tutor Commendation Certificate. All lower sixth students who receive a Tutor Commendation will go forward to appear on the list of candidates for consideration for the Paul Redhead Prize (see below) at the start of the upper sixth year.
2. **Departmental and Boarding Rewards:** at the end of the Autumn and Spring terms academic departments and house managers are asked to nominate students across the year groups to be awarded a departmental or boarding prize. The number of awards to be awarded per department is determined by the size of the department. The awards are presented by the Principal in an award ceremony during the last week of the term.

### **3. The Paul Redhead Prizes**

Named after one of our three founders, The Paul Redhead Prizes are awarded to students in the Upper Sixth who have impressed us with exemplary records of behaviour and performance during the previous year. The Senior Tutor selects up to six prizes which are awarded in recognition of the students' achievement.

Each prize consists of a reduction in fees plus a monetary reward to the student. Prize winners are expected to have made a significant contribution to the life of the College during their first year of study, as well as maintaining the high standards in behaviour and attendance that we expect from our award holders.

Nominees are drawn from the list of lower sixth students who were awarded a Tutor Commendation during their first year. The awards and certificates are presented at a gathering of students, staff and parents at the beginning of the Autumn Term.

### **4. Reports**

Tutors will discuss the regular reports with students and provide an overall report to parents highlighting significant achievements and involvement in extracurricular activities.