



Cheltenham College Junior School

Behaviour Policy

Rationale:

At CCJS we are committed to establishing a safe and caring environment according to our Christian ethos reflected in the 'Core Values', where the health, welfare and pastoral care of pupils are given the highest priority.

Aims:

Our aim is that through the implementation of this policy the CCJS community should be able to recognise and understand what behaviour is expected and why. Unacceptable behaviour should not be allowed to impact on the well-being of others.

Responsibilities:

It is the responsibility of all within the CCJS community to treat everybody with courtesy and respect.

Staff:

- Ensure that all children clearly understand the code of conduct for good behaviour based on the Core Values
- Ensure that the reason for a rule is understood by all
- Be consistent in rewards and punishments
- Communicate with parents as appropriate
- Model desired behaviour

Parents:

- Encourage their children to behave well in school
- Follow-up communications from school
- Keep staff informed of developments that could affect the behaviour of their children
- Communicate with staff if they have a concern about their child's behaviour in school
- Are expected to support the implementation of the behaviour policy.

Pupils:

- Are expected to behave in line with the Core Values of the school and follow the code of conduct.

CCJS Core Values

- Respect
- Kindness
- Honesty
- Forgiveness
- Commitment
- Responsibility

Behaviour Policy

Good behaviour is rewarded and unacceptable behaviour sanctioned using the Core Values as guiding principles. The Core Values are referred to in rewards and sanctions.

- a) Good behaviour
- b) Unacceptable behaviour

a) Good behaviour:

Procedures for rewarding good behaviour:

Kingfishers:

- Praise and encouragement in lessons and around the school is used as much as possible by all members of staff
- Golden rule certificates in Kingfishers
- Good behaviour, effort and academic achievements should be rewarded as appropriate by teachers and recognised in assemblies.
- Pupil achievements are publicised in 'The Week' and on the school website.
- Positive comments are entered on written work as appropriate
- Examples of named children's work on display around the school
- Children are encouraged to bring to school awards and certificates gained outside school to be awarded in assemblies.
- Notes home to parents for good work.
- Stickers given for good work and behaviour.
- Termly certificates in Kingfishers include:
 - Kingfishers Attainment
 - Kingfishers Behaviour
 - Kingfishers Effort
 - Kingfishers Progress

Lower School:

- Praise and encouragement in lessons and around the school is used as much as possible by all members of staff
- Good behaviour, effort and academic achievements should be rewarded as appropriate by teachers and recognised in assemblies.
- Pupil achievements are publicised in 'The Week' and on the school website.
- Positive comments are entered on written work as appropriate
- Children are encouraged to bring to school awards and certificates gained outside school to be awarded in assemblies.
- Star of the week certificates in Year 3
- Privilege Time is used in Lower School to reward good behaviour in lessons (GT is lost for poor behaviour in lessons).

- Examples of named children's work on display around the school and on academic sections of the website.
- Children are encouraged to bring to school awards and certificates gained outside school to be awarded in assemblies
- Children who have gained musical awards to be encouraged to perform in assembly.
- Stars are awarded to pupils for academic work. Stars are worth points towards the House system.
- Credits are awarded for good behaviour based on the CCJS Core Values
- Regular certificates include:
 - Throughout the Year (Y3-8):
 - Credit Certificates (10, 20, 30, 40)
 - Star Certificates (25, 50, 75, 100 points)
 - Each Assessment (Y3-8):
 - Commendation - Highest Average Score
 - Commendation - Most Improved

Middle School:

- Praise and encouragement in lessons and around the school is used as much as possible by all members of staff
- Privilege time in Year 5.
- Good behaviour, effort and academic achievements should be rewarded as appropriate by teachers and recognised in assemblies.
- Pupil achievements are publicised in 'The Week' and on the school website.
- Positive comments are entered on written work as appropriate
- Examples of named children's work on display around the school and on academic sections of the website.
- Children are encouraged to bring to school awards and certificates gained outside school to be awarded in assemblies
- Children who have gained musical awards to be encouraged to perform in assembly.
- Stars are awarded to pupils for academic work. Stars are worth points towards the House system.
- Credits are awarded for good behaviour based on the CCJS Core Values
- Regular certificates include:
 - Throughout the Year (Y3-8):
 - Credit Certificates (10, 20, 30, 40)
 - Star Certificates (25, 50, 75, 100)
 - Each Assessment (Y3-8):
 - Commendation - Highest Average Score
 - Commendation - Most Improved

Upper School:

- Praise and encouragement in lessons and around the school is used as much as possible by all members of staff
- Good behaviour, effort and academic achievements should be rewarded as appropriate by teachers and recognised in assemblies.
- Pupil achievements are publicised in 'The Week' and on the school website.
- Positive comments are entered on written work as appropriate
- Examples of named children's work on display around the school and on academic sections of the website.

- Children are encouraged to bring to school awards and certificates gained outside school to be awarded in assemblies
- Children who have gained musical awards to be encouraged to perform in assembly.
- Stars are awarded to pupils for academic work. Stars are worth points towards the House system.
- Credits are awarded for good behaviour based on the CCJS Core Values
- Regular certificates include:
 - Throughout the Year (Y3-8):
 - Credit Certificates (10, 20, 30, 40)
 - Star Certificates (25, 50, 75, 100)
 - Each Assessment (Y3-8):
 - Commendation - Highest Average Score
 - Commendation - Most Improved

Unacceptable behaviour.

Where children have behaved in an unacceptable way they need to learn what was wrong about their actions. It is expected that punishments will be addressed to individuals. The policy is that, except in exceptional circumstances, an entire class should not be punished for the misdemeanours of a few.

The school expects to receive the support of parents where there are serious incidents or persistently bad behaviour from a child. Such incidents may require suspension or exclusion procedures to be implemented. This may occur with or without parental agreement.

No forms of corporal punishment are used at CCJS.

Kingfishers

In Kingfishers pupils lose Golden Time minutes for unacceptable behaviour during lessons.

Lower School

In Lower School pupils lose Privilege Time for unacceptable behaviour during lessons. Outside of the classroom pupils receive debits for unacceptable behaviour.

Middle School

In Year 5 pupils Privilege Time for unacceptable behaviour during lessons. Outside of the classroom pupils receive debits for unacceptable behaviour.

Year 6 pupils receive debits for unacceptable behaviour in and out of the classroom.

Upper School

Year 7 and 8 pupils receive debits for unacceptable behaviour in and outside of the classroom.

Equal Opportunities and Special Needs

This policy requires that all members of the CCJS community feel valued and cared for, irrespective of age, gender, ability, creed, or race.

Other Relevant School Policies:

PSHE, Child Protection (safeguarding), Anti-bullying, Restraint.

Date of Policy: April 2010

Review Date: November 2010

Appendix (i): Level Descriptors:

Level 1:

- calling out in class
- not listening to the adult's instructions
- wandering about in class
- inappropriate chattering
- work avoidance strategies
- distracting others
- not sitting on chairs properly
- making a mess / not clearing up
- writing and passing notes in class
- play fighting and boisterous behaviour
- untidy / incorrect uniform
- running through corridors

Level 2:

- repetition of Level 1 incident
- spitting on floor
- swearing
- challenging or answering back to staff
- damage to property (eg defacing exercise book).
- Throwing small items
- Pushing and shoving dangerously
- Name calling (not racist)
- Inciting others to misbehave
- Inappropriate contact, eg poking, hitting
- Persistent interruption of an adult or child in class
- Interfering with the property of others
- Inappropriate gestures
- Being out of bounds within school (eg in changing rooms without permission)
- Bringing in non-permitted items into school (eg mobile phones)
- Late for lessons
- Not following the ICT rules (Acceptable use policy relating to ICT).

Level 3:

- Repetition of Level 2 incidents (including 3 debits in a term).
- Physical or verbal threats
- Leaving the classroom without permission
- Swearing – highly offensive language
- Proven threat
- Throwing dangerous object that could cause serious harm
- Dangerous conduct liable to injure another person
- Refusal to follow instructions from a member of staff
- Deliberate damage or vandalism
- Spitting at others

Level 4:

- Repetition of Level 3 incident (including 6 debits in a term)
- Bullying (wilful and conscious desire to hurt, threaten or frighten)
- Racism (words or actions which make a person feel frightened, humiliated or ridiculed or undermine self confidence / self-esteem because of their colour, ethnic group, nationality or gender)

- Actual violence towards staff or children
- Sexual harassment
- Lighting a match, lighter or fire
- Bringing dangerous items into school

Appendix (ii): Procedures for managing unacceptable behaviour:

Level	Suggested Action	Recording	Monitoring	Communication
1	Verbal warning. Pupils have the choice to correct behaviour.	Teacher may keep a personal note.	Teacher observes for correction of behaviour.	Email contact with tutor if appropriate.
2	Pupil given a Debit. Tutor and HSM follow up with pupil.	Debit is recorded on database and in pupil's diary.	Tutor, HSM and Section Head monitor debits on a weekly basis.	Debit email is sent to staff. Parents can see debit in diary. Tutor to contact parents if appropriate.
3	HSM 30 minute detention (after school)	Detention is recorded on pupil profile.	Pupil put on behavioural report card by Section Head. Pupils offered support through HSM. Monitored by Tutor and Section Head.	Parents are notified in writing by HSM. Tutor, Section Head, Deputy Head notified by email.
4	Deputy Head Detention. 1 hour Saturday afternoon. Pupils may also be taken out of matches / trips / activities as a sanction at the discretion of the Deputy Head	Incident is recorded on pupil profile.	Pupil on Report Card which is monitored by DH.	Deputy Head to contact parents. SMT informed.

In very serious cases of misbehaviour offenders will be referred, by the Deputy Head, to the Headmaster who will issue warnings to the offender about the seriousness of the offence. If warnings are disregarded then subsequent suspension or an invitation to a parent to withdraw the child from the school will result or as the last resort expulsion is, of course, the final sanction.

Cheltenham College Junior School
Core Values



Kingfishers Core Values

Each individual has the right to be happy. At CCJS we promote the following six core values, which are at the heart of life in our community.

Respect	<ul style="list-style-type: none"> • Do be gentle • Do listen to people
Kindness	<ul style="list-style-type: none"> • Do be kind and helpful
Honesty	<ul style="list-style-type: none"> • Do be honest
Forgiveness	<ul style="list-style-type: none"> • Do forgive
Commitment	<ul style="list-style-type: none"> • Do work hard
Responsibility	<ul style="list-style-type: none"> • Do look after property

Lower School Core Values

Each individual has the right to be happy. At CCJS we promote the following six core values, which are at the heart of life in our community.

Respect	<ul style="list-style-type: none"> • be gentle • listen to people
Kindness	<ul style="list-style-type: none"> • be kind and helpful
Honesty	<ul style="list-style-type: none"> • be honest
Forgiveness	<ul style="list-style-type: none"> • forgive others who make mistakes
Commitment	<ul style="list-style-type: none"> • work hard • always try to give your best
Responsibility	<ul style="list-style-type: none"> • look after belongings • take responsibility for your own actions

Middle / Upper School Core Values

Each individual has the right to be happy and secure. At CCJS we promote the following six core values, which are at the heart of life in our community.

Respect	<ul style="list-style-type: none"> • Respect yourself and other people. • Listening to other peoples' views with an open mind. • Show respect with good manners towards others.
Kindness	<ul style="list-style-type: none"> • Show kindness towards other people. • Value and foster friendships. • Treat others with compassion and empathy.
Honesty	<ul style="list-style-type: none"> • Be honest with yourself • Always speak the truth. • Treat people fairly and justly.
Forgiveness	<ul style="list-style-type: none"> • Forgive others who make mistakes • <i>'Forgive those who trespass against us'.</i> • Try to understand why others have wronged.
Commitment	<ul style="list-style-type: none"> • Always try and do your best. • Take pride in your achievements. • Work hard. <i>Labor Omnia Vincit.</i> • Endeavour to excel.
Responsibility	<ul style="list-style-type: none"> • Take responsibility for your own actions. • Take responsibility for the actions of the CCJS community. Put others in the community first (service). Be loyal to the community. Co-operate and work together to make the community better for everyone. • Take responsibility for our belongings. • Take responsibility for the environment