



CHELTEMHAM
COLLEGE

Pupil Behaviour Policy (C)

Reviewer: James Hayden/Anna Cutts

Approver: Nicola Huggett

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Next Review: June 2024

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Purpose of the policy

At Cheltenham College, we are committed to establishing a safe and caring environment according to our aims and values, where the happiness, safety and confidence of pupils are given the highest priority. This policy will be reviewed and approved by the school's governing body (known as Council) on an annual basis.

Our aim is that through the implementation of this policy, the school community should be able to recognise and understand what behaviour is expected and why. Rewarding positive conduct and work should always be the first priority of the school and unacceptable behaviour should not be allowed to impact on the well-being of others.

This policy applies to all pupils at Cheltenham College and should, where relevant, be read in conjunction with the following policies:

- Keeping Children Safe in Education
- Child Protection and Safeguarding
- Alcohol
- Smoking
- Controlled Drugs
- House Principles
- Searching a Pupil
- Use of Reasonable Force
- Anti-bullying
- E Safety
- Pupil ICT Acceptable Use
- Relationships Policy
- Child on Child Abuse Policy
- Exclusions

College standards and expectations

It is the expectation that all pupils at Cheltenham College will behave in a way that is civilised and civilising; that they will treat all in our community (both within school and the wider community) with kindness, tolerance and respect; that they will not embarrass themselves, others or bring Cheltenham College into disrepute. Cheltenham College strives to nurture a 'child safe' culture; sexism, racism, misogyny/misandry, homophobia, biphobia, sexual harassment and sexual

violence and child-on-child abuse, including in any intimate relationship are not tolerated. This extends to on-line communications or social media posts.

Additionally, it is expected that Cheltonians will abide by the letter, as well as the spirit, of Cheltenham College's 'rules and regulations'. These might include, for example, the Classroom Code of Conduct, the College Rules, rules about 'town' and 'bounds', routine instructions provided by staff and coaches, and other College policies relating to behaviour. All pupils who are new to College are inducted in College's expectations regarding behaviour.

Although College's 'rules and regulations' relate primarily to school life during term time, there are circumstances in which behaviour 'off campus' and, indeed, out of term time will be dealt with by this, and related policies. These would typically include any behaviour that could bring Cheltenham College into disrepute or which has a serious impact on the school community or individuals within it, in either its physical or online environment.

The over-arching expectation is one of community, consideration, mutual respect and common sense.

It is generally accepted that while sanctions can help to discourage and contain poor behaviour, it can have only a limited effect on the promotion of good behaviour. The Cheltonian Charter is an agreed set of values, reviewed by Pupil Council, that underpins our behaviour policy and promotes a culture of kindness and consideration, tolerance, and respect. It provides a framework for all Cheltonians to aspire to. Cheltenham College will always look to promote positive discipline and recognise and celebrate the good that pupils do, rather than using sanctions; corporal punishment is never used.

If any Cheltenham College pupil behaves in a way which raises concern with any member of staff, that behaviour should be addressed predictably, promptly and assertively as soon as possible. The aim of any response to misbehaviour should be to maintain the culture of the school so that all pupils can thrive in a safe, calm and happy environment. Every member of staff should feel that they can speak to a pupil about their behaviour if it is felt to be inappropriate, but they should take into consideration any contributing factors that may have led to that behaviour. The Pupils of Concern list provides up to date information on pupils who may be experiencing particular difficulty at any given time and SEN (D) information on iSAMS should also be taken into consideration. The Deputy Head Pastoral, Housemasters and Housemistresses, academic teaching staff and matrons would be the staff who would actually issue a sanction if appropriate.

In the event of an outbreak of illness, pupils are expected to comply with any necessary infection control measures put in place to protect themselves and others.

Responsibilities

All staff are introduced to the College behaviour policy at induction and refresher training and updates are given annually at INSET and throughout the year where necessary. In addition, staff should:

- ☐ In the first instance, all staff should look to manage any issue that arises directly and to follow the College sanctions policy.
- ☐ More serious individual behavioural concerns, or repeated poor behaviour, should be shared with the Housemaster or Housemistress, who will in turn liaise with the Senior Housemaster and / or Deputy Head Pastoral where appropriate.

- ☐ Poor behaviour by an individual in the classroom (including incidents of plagiarism) should be referred to the HoD and sanctioned accordingly. In all incidents the HsM should be copied into communication.
- ☐ Staff should always look to consider what lies behind any behaviour, so that the reasons or causes can be fully understood and supported.
- ☐ Staff should be particularly mindful adapting their behaviour management of any pupil with SEND/Pupils of Concern information to ascertain whether strategies specific to these children's needs should be employed for more effective behaviour management.
- ☐ Should be particularly mindful adapting their behaviour management of any pupil with SEND, and should liaise with Learning Support staff to ascertain whether strategies specific to these children's needs should be employed for more effective behaviour management.
- ☐ Ensure that all Cheltonians understand what is meant by good behaviour, based on the Classroom Code of Conduct and the Cheltonian Charter.
- ☐ Ensure that the reason for a rule is clearly explained
- ☐ Be consistent in rewards and sanctions and ensure such actions are communicated to the appropriate members of staff.
- ☐ Avoid 'blanket' punishments
- ☐ Communicate with parents as appropriate.
- ☐ Model desired behaviour
- ☐ Written and verbal feedback to pupils should reflect (but not be confined to) the examples set out in the Rewards and Sanctions guidance that is appended to this policy.

Support

- ☐ The Director of Pupil Welfare in liaison with the Director of Learning and Wellbeing, will issue specific advice on managing and supporting individual pupils with specific needs.
- ☐ Pupils who have been sanctioned for more serious disciplinary matters, may need support in ensuring these behaviours do not reoccur. Strategies such as a Behavioural Contract, Counselling support, or interventions from external agencies may be employed if deemed necessary.

How College deals with racism

Cheltenham College welcomes the diversity of cultures, backgrounds, faiths and beliefs and celebrates the home languages, dialects and accents of all pupils, staff and others associated with the school.

College seeks to promote racial harmony and prepare our pupils for life beyond College in a diverse and increasingly inter-dependent society. In addition, it is a legal requirement to "eliminate unlawful racial discrimination and promote equality of opportunity, and good relations....." (Sec 71 Race Relations Act 1976).

College expects all pupils from whatever background or heritage, to find our school a safe and welcoming community and behaviours of a racist nature, whether overt or more indirect (examples could include incidents of prejudice or stereotyping), must be thoroughly investigated and reported promptly to the Deputy Head Pastoral. In line with our Child-on-Child abuse policy and Anti-Bullying policy, the circumstance of the incident, the voice of the 'harmed', and any known vulnerability will, if applicable, be taken into consideration in determining the level of sanction. In all cases, education is key to minimising the risk of reoccurrence. Use of restorative practice, possible intervention from external agencies or organisations, and follow up review meetings with the respective Housemaster or Housemistress form an important role in ensuring that College nurtures all individuals and cultivates an ethos where all are valued, and views are listened to. This embraces a culture that enables all in our community to review their practices and behaviours and to build on prior experiences and to make appropriate changes. In very serious cases, it may be necessary to report an individual(s) to the police or to Channel (See Prevent Policy).

In order to minimise misconception or doubt, Cheltenham College considers the use of N word or P word to be unacceptable by any member of its community, whatever their racial identity or circumstance. This includes articulating the word when teaching particular material or playing music which contains such words.

Appendix 1 – Cheltonian Charter

The Cheltonian Charter 2023-24



The Cheltonian Charter is drawn up by the Pupil Leadership Team each year in collaboration with Pupil Voice. This document is reviewed annually as we develop as a school community.

Character and Community

The Cheltonian charter is founded on two of the five core values of College, **Character** and **Community**. It is an expectation that as a Cheltonian, every pupil has an understanding of, and aims to follow the principles of this charter during their time at College.

This charter provides a framework which underpins a culture of kindness and courtesy, tolerance and respect. By becoming a Cheltonian, it is important that we all clearly understand these principles and as such help to make College the special community that it is.



COURTESY

Manners Matter! At College we say good morning or hello, we notice, we show interest, and offer our appreciation.

- We greet visitors, smile, shake hands and hold doors open.
- Thank caterers, cleaners and estates staff, visiting teams or speakers.
- Write polite emails that consider our audience, are correctly addressed and signed off.
- We step up when someone needs our help and we step down when someone else needs an opportunity.



CONSIDERATION

Cheltonians should consider the impact their behaviour can have on others and the environment.

- Building a sustainable future. Our choices have consequences, and we understand that collectively we can make a difference to shaping a healthier planet.
- Looking after our buildings and our spaces not only makes College a nicer place to be, but also shows consideration for those who work hard behind the scenes to maintain it.
- Commitment - if we say we will do something then we show up, we are on time, we participate and we are true to our word.
- We are mindful that we share spaces within College with others and therefore we endeavour to leave these as we would want to find them.
- Noise - appreciating that noise can be distracting to those that are trying to work and to those wanting to sleep.
- Thinking before we act, speak or post – is it kind? Is it necessary? We are responsible, whether in person or online, for what we say or do and the impact that words and actions have on others.



INDEPENDENCE

Becoming a College pupil means we are expected to think for ourselves a little more and are able to make independent choices.

- Recognising that we are responsible for our own learning and for not disrupting the learning of others.
- Seeking solutions. There will be times for us all where we experience difficulty or disappointment. Very often the solution to something is within our own control. Doing nothing doesn't help.
- Asking for help if we need it – whether academically or emotionally. There is no shame in this, there are times when we all need support. Our culture should be one where we hold each other up when needed.
- It is important we learn to look after ourselves; get enough sleep, drink enough fluids and try to eat a balanced diet.
- Exercising really does matter both for our physical and mental fitness.



DIVERSITY AND INCLUSION

We recognise, embrace and celebrate diversity as we champion being an inclusive community.

- No one should feel threatened or marginalised because of their gender, race, religious beliefs, gender identity or sexual orientation.
- Appreciating each other's differences fosters an inclusive community and enhances sense of belonging for everyone.
- At College, we have a range of nationalities with our community consisting of 20% international pupils.



HUMILITY

We recognise that self-confidence is important but humility is the antidote to arrogance.

- Supporting our peers in concerts, performances and sport; celebrating their successes and efforts both in and out of the classroom.
- Saying sorry when we are wrong, have made a mistake, have said or done something that has hurt or harmed another. We are open to different possibilities or perspectives, as well as to being wrong. We own our mistakes as well as our successes.
- Listening to others and appreciating that they have a right to an opinion even if it is not something that we agree with.
- Disagreement is no excuse for offensive conduct.

PROTECT

Looking after others and ourselves.

- We endeavour to 'call out' behaviours that are unkind or damage a person's trust in the security of our community.
- We recognise that the best discipline is self-discipline but there needs to be rules in place to keep ourselves and the College safe.
- We recognise it is important to protect and cherish our surrounding environment.

PARTICIPATION

We place value on getting involved and contributing to our own experience of College and those of others.

- We are responsible for our own College journey. The more we get involved in opportunities, the more rewarding our experience will be.
- Pushing ourselves outside our comfort zone and having a 'can do' attitude builds confidence and resilience. Often the most challenging moments provide the best learning experiences and the best memories.



RESPECT

Having respect for oneself and others.

- Relationships - forming healthy relationships and understanding how we interact with one another, both within College and the wider community, reflects our values.
- Privacy and personal space – we respect that our friends and others in our Houses have a right to privacy and a say on who they invite into their space. Not everyone is an extrovert and some in our community value being on their own sometimes.
- Appearance - our uniform identifies us as Cheltonians and therefore having pride in how we wear our uniform matters.
- Conduct in public – how we behave on the Bath Road, going to and from Houses, and 'in town' reflects on our character and the reputation of all Cheltonians. Being aware of how we use language and of how we interact with members of the Cheltenham community, is important.
- Chapel - our chapel is a very special place for Cheltonians. It lies at the heart of our community – even if we don't have a particular faith we are quiet when we come in, listen and reflect, but raise the roof when we sing!





Appendix 2 - Rewards

1. Introduction

Cheltenham College gives priority to encouraging the development of personal potential, especially in relation to the school's core principles of Community, Character, Continuous excellence, Creativity and Curiosity. This policy describes the means through which the school celebrates not only pupils' successes and achievements but also pupils' commitment, dedication and service to others.

Through recognising and rewarding pupil endeavour, College demonstrates that pupils are valued. It is important that the reward system should promote positive behaviour, motivating pupils in their attitude to learning, their participation in the life of College and their contribution to the lives of others.

Praise and recognition can be offered informally as well as formally; positive, sincere feedback should be integral to the school's endeavour to facilitate personal development. The rewards policy describes awards earned by pupils whose performance in a range of areas is above and beyond the norm, whether that be in relation to progress, attainment, caring for others, service, leadership, responsibility or specific achievements.

2. Rewarding good behaviour

2.1 This policy describes a comprehensive reward structure built on commendations that are awarded for academic effort and attainment as well as co-curricular contribution.

2.2 College recognises the incredible contribution made by pupils through its reward structure, that culminates in the awards of House Shields, House Pots trophies, House and Club ties and full and half Colours.

Some of the key elements of this reward structure are outlined below.

2.3 Informal rewards

College prides itself on the quality of the relationship between staff and pupils and saying 'thank you' and 'well done' should be a routine part of school life for all members of the community.

2.4 Commendations

These are a formal way to recognise a positive contribution.

1. **Values Commendation** This can be awarded by any member of staff for any positive contribution made by a pupil, in or out of the classroom. College recognizes the importance of noticing and affirming positive behaviour in order to create a culture of positive behaviour that permeates across the many areas in which pupils are involved; socially, in the House setting and in their co-curricular activities, to name just a few. A Values Commendation can be awarded in relation to the school's five core values. Some examples are included below.
 - ☐ **Community:** Awarded by a member of staff on duty in the Dining Hall at lunchtime to a pupil who noticed another pupil sitting alone and went over and invited the pupil to come join their group
 - ☐ **Character:** Awarded by a Sports Professional to a pupil who remained calm and polite to a player in a competitor school team whose actions were provocative
 - ☐ **Continuous excellence:** Awarded by a Matron to a pupil usually disorganized and late out of the boarding House for a sustained focus on organization and punctuality
 - ☐ **Curiosity:** Awarded by a Housemaster or Housemistress to a pupil who voluntarily researched various charities to help decide which would be the best charity to support for the year

- **Creativity:** Awarded by a Chaplain to a group of pupils who delivered a meaningful Chapel address in an interesting and novel manner

2. There are also three kinds of Commendation awarded primarily in the academic sphere:

a) College Commendation These are awarded by a teacher to any pupil for a piece of work or effort, notable for that pupil, or for sustained attainment and effort. Each pupil should have the opportunity to win a Commendation in each subject up to three times a term.

b) In addition, a **Merit** can also be awarded for routine good effort or attainment in prep or other academic work. Merits are recorded by the use of stickers in Pupil Planners, signed by the relevant member of staff. Three Merits will result in the award of Commendation.

c) House Commendation

This is awarded only by Housemasters or Housemistresses (HsMs) to any pupil who achieves at least 3.6 for ATL (attitude to learning) on his/her Card. House Commendations may also be given for demonstration of values such as acts of kindness that contribute to the ethos of the House community.

Commendations are entered onto the school's database. At the end of each term, pupils who have acquired the highest number of Commendations are awarded a prize (in the form of tokens) at the Head's Assembly. The Heads of Lower and Upper College also identify pupils who have acquired an increased number of Commendations, and/or achieved a significant higher Attitude To Learning (ATL) score to receive prizes for endeavour.

2.5 Head's Distinctions

Distinctions will reward exceptional work characterised by intellectual rigour, imagination and research. They are not 'super Commendations'. Distinctions will be awarded for normal term work or for coursework.

These are rare: it is to be expected that between 2 and 5 will be awarded during a term. Nominations can be made by any teacher, and should be referred to the Head of Department (HOD), who will make the judgement about what represents Distinction-level work. The HOD sends the work with his/her recommendation to the Deputy Head (Academic) who will often wish to see the pupil concerned to discuss the work. The names of those receiving Distinctions and the titles of the work are recorded in a Distinctions Book in the Library. Distinctions will be recognised at the Head's end of term assembly.

2.6 Academic Colours

Academic colours are intended to reward both effort and attainment, and are a prestigious award. The award is based on a points system. Half colours are awarded to any pupil reaching 200 points; full colours to any scoring more than 400. Academic high-flyers who make an exceptional effort should be receiving half colours during Fifth Form and going on to full colours by the Upper Sixth; the very hard-working who score less strongly in exams will attain half colours by the Upper Sixth.

The points system works as follows:

- Pupils receive 10 points for any Card where they have a score between 3.6 and 4.0
 - Pupils receive 20 points for any Card where they have a score of 4.1 or above.
 - Pupils receive 5 points for each A-grade result in Fourth Form Summer exams, GCSE Mocks or GCSE
1. Pupils receive 10 points for each A* in Fourth Form Summer exams, GCSE Mocks or GCSE. Sixth Form pupils receive 10 points for each A-grade result in AS/A2 Mocks and Lower Sixth AS exams and 20 points for each A*.
 2. Pupils joining College in Lower Sixth are awarded double points for their GCSE results so that they have the chance to acquire academic colours during their two years at College.

Full colours ties are presented in Head's assemblies, and Half colours are presented in year group or house assemblies.

2.7 Speech Day prizes

2.7.1 Lower College

There are two types of prize in Lower College: Attainment and Endeavour. HODs submit up to half a dozen names for each category. HsMs and tutors are also asked to contribute. Those pupils with the highest number of nominations are the prizewinners.

There are additional named prizes as follows:

- Anthony James Art
- Elmslie Drama
- Hannam Clark Reading
- Hannam Clark Orchestra

2.7.2 Upper College Endeavour

HODs nominate pupils for endeavour prizes (as with Lower College above). These should not be pupils who have been nominated for the subject attainment prizes.

Subject prizes

Each subject awards two prizes for the Sixth Form (usually, but not necessarily, one in each of the Lower Sixth and Upper Sixth). Many of the prizes are named endowed prizes, and others are supported by the Cheltonian Society.

No pupil will be awarded more than three Cheltonian or College prizes in total.

Pupils will not usually win an Endeavour Prize more than once in their time at the College. They are aimed at those who would not in the normal course of things be in the running for any other prizes; they are for sterling effort among those who are not necessarily the 'high fliers'. Award winners are informed in advance that they have won a prize and may choose a book accordingly. The books are purchased by College and presented on Speech Day. Any shortfall between the value of the prize and the cost of the book is made up with book tokens.

Prizes relating to the wider curriculum

The Spirit of Wilson prize is awarded to the Upper Sixth former who is adjudged to have undertaken the most adventurous expedition during the Lower Sixth summer holiday.

The Jackson-Matthews prize is awarded to the pupil who has given the best Chapel address during the academic year.

Winners of the following trophies are announced on the day:

1. CCF Army Leadership prize and Millennium Trophy
2. Sloan Cup (Girls) and Stidworthy Cup (Boys) for Games
3. Duleepsinhji Cups for performance by a boy and a girl in the College's traditional team sports
4. Cadbury (Girls) and John Bowes (Boys) Cups for All-Round contribution
5. Galahad Cup for Academic Excellence.
6. Adams prizes for academic progress (cash prizes: one for L6th, one U6th)

Nominations are invited, and the decisions taken by the Deputy Head (Academic) in consultation with the Deputy Head (Co-Curricular) and the Co-curricular Management Team.

House Shields

House Shields are awarded at Speech Day for pupils' academic effort and achievements during the school

year. Positions in the House Shield competitions are updated each half-term.

House Shields are named as follows:

1. Robertson Shield (Lower College Girls) after Imogen Robertson (89-91 CH), author
2. Lldarin Shield (Upper College Girls) after Lldarin Nandhabiwat (84-86 CH), businesswoman
3. H. L. A. Hart Shield (Lower College Boys) after Professor Herbert Hart (21-24), Professor of Jurisprudence at Oxford University
4. Marsden Shield (Upper College Boys) after David Marsden (51-56), Neuroscientist.

House Ties

Each House awards House ties for specific contributions to the life of the House and the wider College community. Details of these are available from each individual House.

Sports, Music, Drama, CCF and Club Ties and Colours

Many different aspects of life at College are recognised by the award of Colours and Ties. Many of these are presented in Head's or Year group assemblies. Permission for the creation of a new tie must be sought through the Deputy Head (Co-Curricular).

Appendix 3 - Sanctions

1. Introduction

1.1 It is the expectation that all pupils at College will behave in a way that is civilised and civilising; that they will treat all in our community with kindness and respect; that they will not embarrass themselves, others or College and that they will abide by the letter, as well as the spirit, of College's 'rules and regulations'. These might include, for example, the Classroom Code of Conduct, the Dress Code, the 'golden' rules, 'Town' rules, 'bounds', instructions provided by staff and coaches, and the various College policies relating to behaviour. The over-arching expectation is one of community, consideration and common sense.

1.2 This policy applies to all pupils at Cheltenham College (Senior School) and should, where relevant, be read in conjunction with the following policies:

- ☐ Pupil Behaviour Policy
- ☐ Alcohol
- ☐ Smoking
- ☐ Drugs and Substance Abuse
- ☐ Searching a Pupil
- ☐ Use of Reasonable Force
- ☐ Anti-bullying
- ☐ Child on child abuse policy
- ☐ ICT Acceptable Use
- ☐ Relationships and Sex Education
- ☐ Exclusions

1.3 Although College 'rules and regulations' relate primarily to school life during term time, there are circumstances in which behaviour 'off campus' and, indeed, out of term time will be dealt with by this, and related policies. These would typically include any behaviour that could bring College into disrepute or which has a serious impact on the College community or individuals within it, in either its physical or online environment.

1.4 In implementing the policy, College will take into consideration behaviours that may be a characteristic feature of an individual's disability, for example an autistic child lashing out at care staff, to ensure that a disabled pupil is not substantially disadvantaged. Reasonable adjustments would be made, for example de-escalation strategies, supervision, staff training and management plans.

2. Classroom Support (This is neutral; neither a reward nor a sanction).

This is an opportunity for staff to help support pupils/students. This is logged on ISAMs and an email will be sent to pupil, tutor and HsM.

*Examples **may** include:*

"I know that you were absent from our lesson yesterday, and therefore, I don't have your exercise book to mark. Please can you put it in my tray tomorrow morning at break"

"You said you found quadratic equations difficult in our lesson today. Please come and see me at the time we agreed (8:15am tomorrow) in my classroom."

3. Breaches of College Behaviour and Discipline

3.1 General principles

Staff should use sanctions to help pupils to see the error of their actions and how they can correct their behaviour. Staff should refer to the Core College values: Community, Creativity, Curiosity, Character and Continuous Excellence. Sanctions should include an element of reflection in order to avoid future repetition or escalation.

3.2 Sanctions

There are different levels of sanction dependent on the seriousness of the incident.

3.2.1 Verbal (Level 1)

At a suitable time staff should verbally re-emphasize how the pupil behaviour is not upholding College values, explain the error and potential for sanction.

*Examples **may** include:*

Forgotten equipment, lateness, shouting out, classroom wandering, cutting across College field, poor uniform etc. (This list is not exhaustive and is not logged as on ISAMs).

3.2.2 Notifications (Level 2)

These are a communication device and a chance to inform tutor and HsM, and remind the pupil, of work required or behavioural expectations. Staff should give details and explain the timeframe to make good within the Notification. A teacher can also request a pupil comes to a classroom to re-sit a test etc. (in this case their 'time' has been penalised, and so should not be followed up with a possible weekday gating).

e.g. Repeated/ persistent occurrences of any of the above. A missing or incomplete prep with mitigating circumstances, or a missed music lesson. This should be inputted through ISAMs. This does not count towards a detention.

*Examples **may** include:*

"You appear to have missed out a page of questions in your trigonometry prep. Please make sure it is with me by our next lesson".

"Your uniform was poor today. Please remove the nail varnish and earrings and touch base with your Hsm about ordering some school shoes or having a chit for trainers."

"Classroom Re-sit: you scored 11% in today's vocab test and need to come to our classroom at 08:00 after breakfast on Wednesday morning for a re-test."

3.2.3 Demerits (Level 3)

Dealt with in House by duty staff or HsM. Staff should give details, refer back to notification if applicable and re-assess timeframe for work.

Academic Demerit

This results in an in-House 30 mins 'extra prep' (for 1), Weekday Gating (for 2) or Saturday Detention (for 3). This would be given for failure to make good on any notification received within the designated time frame. Incomplete or missing prep with no mitigating circumstances. Low yield of classwork during lesson time, (possibly owing to) poor attention or focus during a lesson (although do always consider if any SEND profile). Evident low standard of preparation for pre-warned classroom test. Input through ISAMs. Does count towards a detention.

*Examples **may** include:*

"You didn't have your Existentialism essay ready for today's lesson, saying you thought it was due tomorrow. Please print and deliver to me by our next lesson to avoid further sanction."

"Your focus in class today was poor again; persistently turning around, to talk across the classroom. I have explained that I expect better from you in our next lesson."

"Once again you have missed out a page of your trigonometry prep. This can't be another accident. Please complete it by tomorrow morning."

"Despite repeated verbal warnings last term, and a notification earlier last week, you forgot your calculator again. I thought we were beyond this. Keep it in your pencil case, which you always manage to bring!"

Behaviour Demerit

In House 30 mins 'extra prep' (for 1), or Saturday Detention (for 2).

This might be given for purposefully distracting behaviour, rudeness, stubbornness, insolence, swearing (N.B. Swearing at an adult would be dealt with at level 5 or above). gum chewing, flagrant or repeated disregard for uniform rules. Input through ISAMs. Does count towards a detention.

Examples **may** include:

"When I asked you to stop turning around and shouting across the class today, you talked back, slapped your pen down and showed little remorse. I expect better from you. This has to stop."

"Shouting, shoving and pushing in the corridor prior to the lesson beginning. I hope you can show better discipline going forward."

A 'Think about it memo' can be used at Level 3 at the discretion of the HsM. This memo encourages pupils focus on why their behaviour falls short of our College values. The Cheltonian Charter should be used to remind the pupil of the values that Cheltonians aim to uphold.

3.2.4 HoD's/HsM's Cautions (Level 4)

HsM Caution: For more serious matters, or *persistent* incidences of more minor offences, a Housemasters' and Housemistresses' (HsM's) Caution may be issued. This will result in a meeting with HsM and may require communication home to parents.

E.g. Likely to result in a Saturday Detention and a Sunday House Gating.

This may be given for inappropriate, aggressive, cruel or demeaning behaviour. Disregard for safety, school boundaries, missing games, bringing the school into disrepute or proactive undermining of school values. (This list is not exhaustive)

Examples **may** include:

"Your insensitive and thoughtless comment in class today was cruel and really very shocking. I have written to your HsM with the details."

If a pupil picks up numerous notifications in a week a HsM may go straight to level 4.

Pupils given a caution will be seen by their HsM who will decide on the appropriate punishment. This will often involve a period of House Gating that involves:

- ☐ Being restricted to House when free of College commitments
- ☐ No leave to Town or Bath Road
- ☐ Remaining in House during prep break
- ☐ Signing in with member of staff in House during the evening at pre-arranged times (and the weekend if appropriate)
- ☐ Day pupils to remain in school until 6pm (apart from Saturday) and parents are expected to keep their son/daughter at home in the evening and on Sundays
- ☐ Recording the gating in the House Sanctions record but not on the College database.

The HsMs liaise closely with the Senior HsM/ DHP to ensure consistency. The action taken should be recorded in the follow up notes on ISAMs. For the more serious incidents the HsM will see the pupil and may investigate further, referring the matter to a Senior HsM or DHP if necessary.

A pupil whose pastoral behaviour merits consideration at a more senior level will be referred to the Snr HsM or DHP. They will decide if the matter can be dealt with by the Senior HsM (for general concerns up to and including Deputy Head Gating - but excluding pupils in the Senior HsM's own House) or if the pupils should come directly to the DHP's office. The DHP deals with matters of significant bullying.

HOD's Caution

This would result in a meeting with HOD. It may require a communication home to parents and is likely to result in a Saturday Detention and a Sunday House Gating. (Brief consultation with HsM would be required prior to meeting in order to ascertain any significant/recurrent/ongoing pastoral concerns).

*Examples **may** include:*

Plagiarism, persistent and regular poor classroom discipline, failure to attend compulsory clinic/ 2 x music lessons.

"You have pasted the whole of your essay from the 'owlcation.com' website, this is lazy corner-cutting and you cannot pass off other people's work as your own."

"You continue, despite repeated warnings and demerits to misbehave in class. You are distracted and being distracting to the whole class. 'Head of Department' would like to meet with you."

Pupils to complete 'Think about it memo' for HoD or Hsm

3.2.5 Senior HsM/HoD Caution (Level 5)

Can only be issued by Senior Hsm or Senior HoD. May involve a reflective conversation, letter home, reparation meeting, detention or Senior Hsm/HoD Gating depending upon the circumstances. Could lead to support plan or behaviour contract in discussion with Heads of Upper College, Lower College or Third Form. For repeated lower-level misdemeanors (3 x detentions in a single term) or for a more significant first offence.

*Examples **may** include:*

*"You were 60 minutes late to your Saturday Detention and then failed to turn up for your Sunday Gating in House." **(Snr HsM Caution).***

*"Smoking out of bounds/Vaping in House (first time offence)" **(Snr HsM Caution).***

*"Sharing your answers with others during an internal exam" **(Snr HoD Caution).***

*"You have had three detentions for predominantly Academic Demerits this term" **(Snr HoD Caution).***

Think About It Memo needed. A formal letter home may be sent by the Senior HsM or HoD and any "Serious Sanction" will be recorded centrally and in House records.

3.2.6 Deputy Head Gating (Level 6)

Can only be issued by a Deputy Head (or Snr HsM/HoD in the Deputy Head's absence), often in consultation with the HsM or HoD. These are given for persistent offences or misdemeanours that are considered grave enough to be sent 'up' to the Deputy Head level.

*Examples **may** include:*

"Despite repeated conversations with your Hsm and with Senior Hsm you are still not attending supervised study/breakfast/games/gating as instructed".

"Repeated plagiarism of prep/classwork, or first offence if NEA plagiarism".

"Repeatedly failing to attend Gatings or Saturday Night Detention".

"Repetition of vaping, smoking, some Level 1 bullying

Think About It Memo needed. A formal letter home will be sent from the Deputy Head's Office and this level of "Serious Sanction" and above will be recorded centrally and in House records.

3.2.7 Internal Suspension (Level 7)

This can be for up to 3 days when the pupil reports to the Deputy Head Pastoral. The pupil will not attend lessons, and will be suspended from all other school activities, although they will be given schoolwork which they will be expected to complete.

*Examples **may** include:*

"Significant misdemeanor such as alcohol, Level 2 bullying, absconding from House or serious breach of Relationships Policy".

****** An external suspension may be considered appropriate depending on the severity of the above.

3.2.8 External suspension (Level 8)

This sanction is reserved for extremely serious breaches of school discipline that put themselves and/or others at risk of harm:

*Examples **may** include:*

Intoxication that puts themselves at risk, purchasing and consuming spirits, use of controlled drugs, repeat bullying offences, sharing of nude/semi-nude images particularly where there is evidence of coercion.

4. Impact of Sanctions and Accumulation of Demerits:

Neutral sanctions (Level 1 and Level 2) will not count towards a detention (although a spate of notifications from a range of different subjects, for similar offences, may give scope for a HsM to put a student into a Weekday Gating or Saturday Detention).

One Demerit results in 30 minutes 'extra prep' in House (although not always possible to enforce for Day Pupils and Day Boarders, in this instance an email will be sent home to parents detailing the work that needs completing).

Two Academic Demerits within a week will lead to a Tuesday afternoon Gating (Lower College) or Thursday afternoon Gating (Upper College). The count is re-set following a Gating.

Three Academic Demerits within a week will lead to a Saturday Detention. The count is reset following a Detention.

Two Behaviour Demerits will lead to a Saturday Detention. The count is re-set following a Detention.

A pupil who has been in any Weekday Gating and gets a third Demerit that same week will be placed into the Saturday Detention as well that week.

Pupils who are unable to attend a Weekday Gating will be moved to the next available Weekday Gating (Tuesday or Thursday – it would be on this occasion that Upper College and Lower College pupils may have to mix).

5. Description of Gatings and Detentions:

5.1 Weekday Gating

Tuesday (Lower College) 4:40-5:30pm. Thursday (Upper College) 4:45-5:45pm.

Supervised school work with laptops. No Bath Road time. Failure to attend (without mitigating circumstances) or poor behaviour during gating can be upscaled to a Saturday Detention.

5.2 Saturday Detention

These are an opportunity for pupils to reflect on their behaviour and consider how they can make positive changes. They will complete a Think About It Memo and 2-3 essays which are selected by the HsM or the person initiating the sanction. These are read by a Deputy Head and passed to HsMs for a follow up reflection meeting with the pupil. For significant offences, it is likely that a Saturday Detention will be accompanied with a Sunday House Gating. Failure to attend (without mitigating circumstances) or poor behaviour during Detention can lead to an additional Weekday Gating, another Saturday Detention OR a Senior HsM/HoD Caution.

5.3 Sunday House Gating

Includes a full day House gating (no town etc.): Chores, tasks, letters of apology, 'crime' related research. Failure to attend, poor behaviour during Sunday House Gating can be upscaled to a Senior Hsm Caution.

5.4 Deputy Head Gating

Meeting with Senior HsM or Deputy Head Academic/Pastoral depending on the reason for the sanction. Letter home to parents. 08:00-17:30 - all 'free' time in Deputy Head's Annex. No return to Boarding House. Supervised Lunch. Additional schoolwork required.

6. Monitoring of Sanctions

When a Level 2 sanction is inputted on ISAMs the pupil and their HsM and tutor will be alerted via email.

HoDs will receive a daily report and a weekly summary of all sanctions and rewards issued on ISAMs by members of their Department. It is imperative the staff input their Department when prompted to on the system if the sanction relates to classroom or academic conduct. HoDs should therefore gain a 'lay of the land', identify possibly recurrent names, ensure a degree of consistency and help to guide new members of staff to the system.

HsMs and Resident Tutors will receive a daily report of all sanctions and rewards issued to pupils in their relevant House. This will allow duty staff to check the pupil has understood what is required, impose the 30 minutes extra prep if needed/ possible and gain a 'lay of the land' for the pupils in the House.

- a) Minor incidences of poor behaviour (Level 1,2 or 3) will usually be dealt with by a member of staff in a manner suitable to the nature of the incident.

- b) Repeated or more serious incidents are likely to be passed onto a more senior member of staff such as a HsM, HOD or a Head of Sport etc. (Level 4)
- c) Persistent or more serious behavioural incidents are likely to be referred to HsMs, HoDs, Heads of Upper College or Lower College, the Deputy Head Co-Curricular, the Senior HsM or Senior HoD (Level 5).
- d) Serious behavioural concerns will usually be dealt with by the Deputy Head Pastoral (DHP), or for more serious academic matters, by the Deputy Head Academic (DHA). In the absence of the relevant Deputy Head, another senior member of staff may act on their behalf.
- e) Matters of greater seriousness (potential permanent exclusions) will be referred to the Head and the President of Council will be informed. Further details are included in the Exclusions Policy.
- f) HsMs will ensure that pupils are aware of this Policy and those policies referred to in it.

Where behavioural concerns involve a pupil with significant SEN, a disability as defined under the Equality Act 2010, or with significant and identified social, mental or emotional needs, College will make reasonable adjustments to the procedures and sanctions listed here which it considers are appropriate in relation to that individual pupil's disability or needs.

7. Procedures

- a) All misbehaviour or disciplinary incidents will be dealt with as soon as it is possible to do so.
- b) In more serious incidents, an investigation will be carried out to establish the facts. The policies listed in the Introduction above contain procedures to be followed in specific matters.
- c) When a pupil is formally interviewed in relation to more serious incidents, he/she will be accompanied by his/her Tutor, HsM or other suitable member of staff to support him/her. Parents do not attend such interviews; this is to ensure that all pupils are treated in the same manner.
- d) In these circumstances, a pupil will always be given the opportunity to give their version of events and present any mitigating circumstances/issues. Pupils are, where relevant and possible, asked to provide a written 'statement' of events as soon after an incident has occurred as is practicable.
- e) The College staff may search a pupil or his / her possessions or accommodation with their consent for any item. If the pupil refuses, sanctions will be applied in accordance with this policy.
- f) In relation to prohibited items, the Head, and staff authorised by the Head (authorised staff include the Senior Deputy Head, DHP and every HsM), may search a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Such action will be taken in accordance with the DfE guidance Searching Screening and Confiscation (February 2014). Details may be found in the 'Searching a Pupil' policy, available from the Bursar's PA on request.
- g) If staff are required to restrain a pupil, any use of force will be reasonable, proportionate, and lawful. Reasonable force will be used in accordance with the DfE guidance Use of Reasonable Force (July 2013) and as set out in the 'Use of Reasonable Force' policy (available on the policy portal). A record of any physical intervention will be recorded on CPOMS and parents will be informed on the same day or as soon as is practicable.
- h) The College will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where Permanent Exclusion needs to be considered, the College will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered. Individual Welfare Plans or Priority Pupil Plans will be used as necessary when making reasonable adjustments. Staff should seek advice from the Deputy Head Learning and Wellbeing or Senior Deputy Head if they are unsure about how to

manage a pupil's behaviour where this is related to a special educational need or disability.

Any scenarios where the course of action is unclear can be discussed with a senior member of staff (HOD, HsM, Senior HsM, Deputy Head).

Sanctions are not carried forward from one week to the next but detentions that are not completed in a given half-term will be carried forward into the following half-term, except at the end of the school year. At the end of a half-term, detentions will usually be on a suitable weekday night. There is no requirement to give notice for detentions, but pupils can expect 24 hours' notice of a Saturday night detention.

Corporal punishment is not used or threatened at the College and force is never used as a form of punishment.

A pupil receiving a Demerit or Notification on Saturday morning may be expected to complete the work over the weekend. HsMs will check that work has been done after Sunday evening Chapel.

Teachers are reminded to consider the reasons for poor quality work: a Classroom Support Notification may be more appropriate if the pupil has failed to understand a key element of the work. HsMs and tutors are asked to pay close attention to Upper College pupils who use the Academic Demerit to regularly extend work deadlines. A HoDs' Caution may be given.

8. Persistent Misbehaviour

If a pupil gains more than 3 detentions (academic or behavior) in any one term they will receive a Senior HoD/HsM Caution which is likely to result in a Gating and a support plan or behavior contract. It will be issued by either the Senior HsM or Senior HoD depending upon the balance of contributory sanctions. Continued detentions after this point would lead to a Deputy Head gating. 3 Deputy Head Gatings in a term may lead to an internal suspension.

9. Behaviour Contracts

At any point where *significant* or *persistent* poor behaviour occurs in either the academic or pastoral areas of College a pupil may be placed on an agreed Behaviour Contract to enable the closer monitoring of their actions. Such a contract will be discussed with the pupil and relevant members of staff and two copies will be signed. One copy is kept in the main pupil file and the other is kept by the pupil. In the most serious cases, parents will also be sent a copy.

10. Exclusions

The College Exclusions Policy sets out the procedures to be followed in the event that a pupil may be permanently excluded.

11. Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

In accordance with the DfE's guidance Keeping Children Safe in Education (2020), the College will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

12. Record keeping

A formal sanction is recorded on the College database and forms part of the relevant pupil or pupil record. The weekly deadline is at 3pm on a Thursday, except at the end of half-terms. Formal sanctions are notified to pupils by e-mail.

13. Review

It is the responsibility of the DHP and DHA to monitor sanctions. This is done informally on a weekly basis so that patterns in behaviour can be identified and managed appropriately. Serious sanctions are reviewed termly by the DHP, and the records are signed.

Sanction Levels

L1	Verbal	Issued at a suitable time, end of lesson or during a quieter moment, explain the error and potential for sanction and to remind of College values.	Forgotten equipment, lateness, shouting out, classroom wandering, etc.
L2	Notification	Will inform tutor and HsM. Acts as a reminder to pupil of work required if academic. Give details and explain time frame to make good. Can also be used to recall to classroom for a re-test. Prompts a pastoral conversation about classroom behaviour.	Repeated/ persistent occurrences of any of the above. A missing or incomplete prep with mitigating circumstances.
L3	Academic Demerit	2 x AD = Gating (Room 50) 3 x AD = Saturday Night	Failure to make good on L2 notification for work. Incomplete or missing prep with no mitigating circumstances. Low standard of preparation for pre-warned test.
	Behavioural Demerit	2 x BD = Saturday Night	Distracting behaviour. Rudeness, stubbornness, insolence. Swearing. Recurrent gum chewing. Flagrant disregard for uniform rules. Persistent lateness.
L4	HsM Caution	Meeting with HsM. Parent comms. Gating/detention.	Inappropriate, aggressive, cruel, demeaning behaviour. Disregard for safety, school boundaries. Bringing the school into disrepute. Proactive undermining of school values
	HoD Caution	Meeting with HoD. Parent/HsM comms. Detention.	Plagiarism, persistent and regular poor classroom discipline, failure to attend compulsory clinic/ 2 x music lessons etc
L5	SnrHsM Gating	Meeting with SnrHsM or SnrHoD (nature of offence depending). Parent comms from SnrHsM/SnrHoD. Community service & some loss of free time.	Poor behaviour deemed more serious than L4, poor behaviour off campus, in public, or at socials. Repetition of L4 offences (although may go straight to L6)
	SnrHoD Gating		Poor classroom discipline/academic standards deemed more serious than L4 or across multiple subject departments. Repetition of L4 offences (although may go straight to L6)
L6	DHP Gating	Meeting with DHP or DHA. Parent comms from DHP/DHA. Full day loss of free time.	For serious offences (repeated bullying/vaping/ drinking/ truancy etc.), further escalation of response to actions above, persistently poor behaviour/standards & lessons not being learnt.
	DHA Gating		

Appendix 4 - College Rules

These rules are not exhaustive but are the most important. All pupils should familiarise themselves with the main College policies which are held in Houses.

1. Cheltenham College Classroom Code

You should always show respect to the whole College community, to all adults who work to support your life in College and to your peers. In an academic context (and in the classroom, in particular), respect is shown by a greater degree of formality in relations between teacher and pupil, and between peers. College expects high standards of behaviour at all times but courtesy, punctuality and appropriate dress are particularly important.

Taking responsibility for your learning and adopting a growth mindset:

- ☐ Set your sights on a grade that will stretch you and complete all work to the best of your ability.
- ☐ Take pride in your work and present it well.
- ☐ Explore new ways of learning and challenge yourself with extension work.
- ☐ Show a willingness to attack difficult problems and questions.

Having a positive attitude and being proactive

- ☐ Be enthusiastic about your learning and have confidence in your ability
- ☐ Be a positive influence on other students.
- ☐ Ask questions when you do not understand.
- ☐ Mistakes are fine if you learn from them.
- ☐ Learn from and celebrate others' successes.
- ☐ inquisitive and curious and participate in class.
- ☐ Take time to go over teacher feedback and understand how to improve next time.

Being properly prepared for lessons:

- ☐ Arrive for lessons on time and move purposefully between classrooms.
- ☐ Always complete your prep on time, bring it to the lesson and do it to the best of your ability (or you will be asked to do it again).
- ☐ Be tidily dressed with your top button done up and shirt/blouse tucked in;
- ☐ Have the required books and stationery; go directly to your desk on entering the classroom and get out whatever you need for the lesson.
- ☐ LC should not take phones into a lesson; UC must have phones switched off.

Learning effectively during the lesson:

- ☐ Focus entirely on your work and listen when others are contributing.
- ☐ Only leave your desk if invited to do so by the teacher.
- ☐ Resist talking to other pupils or otherwise attracting their attention, however quietly and on whatever topic once the lesson has started.
- ☐ When instructed to work on your own, do so quietly and efficiently.
- ☐ Contribute in a way that is sensitive to others and to the classroom context.
- ☐ Be reflective about your learning by thinking about how to improve.

Showing good manners:

- ☐ Greet staff and students when you arrive in class.
- ☐ Help and encourage others when working in groups or pairs.
- ☐ Be respectful and tolerant of others.
- ☐ Be prepared to stand up if an adult enters the room.
- ☐ Address an adult and your peers respectfully.
- ☐ Await your teacher's signal before packing away your things.
- ☐ Put your chair away under the desk before leaving and tidy up rubbish.

2. Anti-Bullying (Please refer to College's Anti-Bullying Policy)

Bullying is anti-social behaviour; it is unacceptable and will not be tolerated.

The College defines bullying as often repeated behaviour designed to be hurtful, where there is a power imbalance. Single incidents of targeted unkind behaviour with deliberate intent to upset or hurt would also be considered bullying. It can be between a group and an individual, or between individuals. There are five main forms of bullying. These are:

- ☐ Verbal: for example, name calling, teasing, insulting, writing notes, making threats or abuse of any kind.
- ☐ Physical: for example, hitting, kicking, spitting, removing belongings, and damaging property.
- ☐ Psychological: taking or hiding someone's possessions, exploiting power over someone
- ☐ Emotional: for example, ostracising, tormenting, spreading rumours, gesturing.
- ☐ Cyber: using any electronic communication device or social networking site to send abusive messages or display unpleasant images with the intention of upsetting a pupil or making them a figure of ridicule within the community.

College will deal with all incidents of unkindness at the earliest possible opportunity. A Level 0 on our Anti-Bullying policy is used to acknowledge that young people can be unintentionally unkind at times but that this should not go unaddressed,

3. Banned Items

Alcohol, cigarettes, e-cigarettes/vapes, CBD products and all illegal drugs / psychoactive substances: Chewing gum, roller blades, caffeinated energy drinks, micro scooters, laser pens, water pistols, all types of pellet guns and knives, are banned at the College. Bikes are banned with the exception of the following: some College and House prefects can use a bike to get from House to College with Hsm permission. Bikes cannot be used for going into town or Bath Road. Hsms can give permission for a member of the House to have a road bike or mountain bike in College for the purpose of an organised activity on a Sunday. On all occasions lights and helmets must be used. Electric scooters are not permitted for travel to and from College or to be hired or used during term in free time e.g. Zwings rental scooters.

4. Clothing and Appearance

All members of the College are expected to be tidily dressed at all times.

Members of College should be in College uniform, or, if involved in games, College games kit, until their activity is finished. If the activity is finished then appropriate mufti can be worn but pupils will be sent back to change if required. College pupils should not mix College uniform with mufti.

House Tops may be worn to and from Games Training sessions, but not for matches.

Uniform clothing must be in accordance with current clothing lists, except for the relaxations included below:

Casual Clothes

Casual clothes should always be clean, in good repair and appropriate to the occasion when they are worn.

Casual clothes may be worn

- ☐ by any member of the College in town and Bath Road once their commitments have been honoured.
- ☐ to the theatre and similar venues at the discretion of the member of staff responsible.

Eating

Member of College should not eat on the street when in Uniform or College games kit.

Sunday Chapel

College tie, white shirts and black shoes are to be worn by boys and girls for Sunday Chapel. Suits are also permitted.

Shirt Sleeve order

Shirt Sleeve order may be declared by the Deputy Head Pastoral during extended periods of hot weather. Blazers may be removed and long sleeved shirts may be rolled up to the elbows but no jumpers.

Footwear and socks

The following footwear is not allowed – suede shoes, moccasins, brown kickers, boots, 'Doc' Martins, shoes with coloured stitched soles. Socks must be a matching pair, not white and must be dark and appropriate for the workplace.

Hats and Caps

With the exception of the College Noggin charity bobble hat, hats and caps are not to be worn around the College during weekdays and never in the Dining Hall.

Jewellery and make-up

Girls may wear one pair of small earrings which must only be worn in the lower lobe of each ear, one chain, which must not be visible, around the neck, one plain ring (not oversized) and one bracelet (not beaded). No jewellery is to be worn during games.

Body piercing, apart from the lower ear lobe, is not allowed.

Upper College Boys may wear a single stud or pair of studs in the lower lobe.

Boys may wear one chain, which must not be visible and a bracelet (non beaded). Body piercing is not allowed.

Subtle make up may be worn.

One charity band may be worn in place of a bracelet.

Staff may confiscate jewellery or clothing that contravenes these guidelines and place it in College Office.

Hair

Hair should always be trim and neat. It should not cover the eyes or, in the case of boys, extend on to the collar. Pony or rats' tail or a closely shaven head (#2 or lower), are not permitted and could lead to a gating or suspension for a period of time. Boys' hair should be the same length at the back and sides and graded rather than undercut, mullets are not allowed. Roots should be the same colour as the rest of their hair and any highlights should look natural.

If a pupil's hair is cut too short or is unsuitably stepped they may be gated in house until such time as their hair is deemed to be suitably smart, be issued a chit and expected to remedy it at the first opportunity.

Pupils should not cut their own or other pupils' hair. Pupils will be sent to a local hairdresser at their own expense for remedial action to correct any undercuts or similar hair styles.

Eyebrows must not be partially or fully shaved.

Bags

Third Form are to use a black or blue rucksack; All other years are strongly advised to use bags; if they chose to do so these must be approved by their Housemaster or Housemistress (Hsm).

Wet weather

All members of College may use umbrellas during wet weather. All pupils should own one of the College jacket variants.

Games clothes

Games clothes are always to be kept clean and in good repair. College games clothing is to be worn by all games players.

Dining Hall

Pupils should be dressed in one of three orders of dress:

- ☐ Full School Uniform
- ☐ Clean College games kit (No CCF sweatshirts)
- ☐ Mixed - College trousers or skirt, shirt and House top (no tie needed but College Coat if necessary)

Lunch: College uniform is to be worn for all weekday lunches.

Supper: Home clothes and clean games kit can be worn to supper but shoes (not sliders or flip-flops) must be worn – clean trainers when in games kit.

College Coats

Pupils may wear the College blue quilted sports coat, the College black fleece lined jacket or the College black puffer jacket. The fleece and puffer can also be used for sports. No other coats can be worn.

5. Bounds and Cafés

All members of the College may use the local shopping i.e. Suffolk Road, Suffolk Parade, Great Norwood Street, Bath Road (but not beyond the junctions with Oriel Road), London Road, between the junctions with Keynsham Road, and Old Bath Road, and Montpellier Terrace (but not beyond the junction with Montpellier Grove) at the times stated in section 6.

Pupils shall not enter any parks or gardens with the exception of Montpellier Park where the café and Tennis courts can be used on a Sunday afternoon only.

The hospital grounds (unless visiting someone in hospital or for an appointment) and all alleyways off Bath Road and Suffolk Road are out of bounds at all times.

Pupils may use cafes in town and on Bath Road in accordance with the approved list and the bounds map. Members of the College are not allowed to leave the College campus at any other time unless they have permission from their Hsm.

The Upper Sixth and Lower Sixth both day and boarding (only on occasions when there is not a function in the Social Club) may, with their Hsm's permission may go into town for a specific purpose of having a meal or going to an approved establishment.

Time of return: Lower Sixth	10.00 pm from town 10.30 pm from Social
Upper Sixth	10.30 pm

Members of the College are not to enter the Prep School grounds, except when they have permission from their Hsm or have games on the Prep School pitches. They can get to Bath Road through the Science gate if open.

Members of College can go to the Theatre and Cinema with their Hsm's permission;

A bounds' map and list of authorized establishments is on display on the House noticeboards.

6. Timings

Town

Members of the L6th may go into town on Thursday afternoons if they obtain a chit from either their Hsm or Matron. The Upper Sixth may go into town on Tuesdays and Thursdays having obtained a chit from their Hsm or Matron; in all cases they must honour their College commitments, be in mufti and be back by 5.15pm. Fifth Formers and Upper College may go into town on Sunday afternoons provided they sign out; they must be back by 5.30pm. On Sunday afternoons, Third and Fourth Formers may go into town between 12.00 pm and 4.00 pm, but only with their Hsm's permission and in groups of at least 3. There will be a sign in at 4.30pm for 3rd and 4th Form. College Prefects may go into town on Tuesday, Thursday and Saturday as long as they sign out.

Bath Road Times

No one is allowed onto Bath Road during study periods or on a Monday and Wednesday afternoon. Upper College are not allowed on Bath Road until 1330 at lunchtime Monday-Friday.

3rd Form are **not allowed** on Bath Road Monday-Saturday Autumn Term. After Spring Half Term, they are allowed around games commitments and CPT on Thursday after lunchtime sign in until 1715, but not on Friday afternoon. All pupils, boarders and day boarders must attend supper.

4th Form are allowed on Bath Road around games commitments and CPT on Thursday after lunchtime sign in until 1715, and on Friday 1610-1715 (as long as activity/team practice is honoured). All boarders and day boarders must attend supper.

5th Form are allowed on Bath Road around games commitments, APT and CPT on Tuesday and Thursday after lunchtime sign in until 1715, and on Friday from 16:10-17:15 (as long as activity/team practice is honoured). All boarders and day boarders must attend supper.

Upper College are allowed on Bath Road between 10:30-11:00 on Monday-Friday and 10:25-10:55 on Saturday morning. Upper College are also allowed around games commitments and CPT on Tuesday and Thursday afternoons after lunchtime sign in until 17:15 and on Friday from 16:10-17:15 (as long as activity/team practice and APT is honoured). At lunchtime pupils may go to Bath Road **after they have eaten lunch** Monday to Friday 1330-1400. All boarders and day boarders must attend supper. Upper College are also allowed on Bath Road during prep break Monday-Friday 2045-2130 but must not bring fast food back to House

*** Tues/Thurs/Fri all pupils should be off Bath Road by 1715***

On Saturday afternoons pupils (less 3rd Form in Autumn Term) are allowed from 13:15-17:30 but they must honour their activity, sport, game. They must sign out of House, and be in clean College sports kit if going straight to sport.

Sunday – Year Specific times

All years 10:00-11:30

Lower College 12:00-16:30

Upper College 12:00-17:35

At all times, they must sign out from the House and should attend tea in the Dining Room.

Study Break

Only members of Upper College are allowed to Bath Road during Study break. They must be back in House by 9.25pm.

Driving Lessons

These are to be arranged in students' own time and only after Hsm has given permission. They must not clash with College commitments. Where possible, theory tests and driving tests should be booked at a time when lessons will not be missed; the Hsm must be informed when these will be. All driving lessons, having sought Hsm approval, should be logged as an Orah pass.

7. Relationships

Sexual relationships involving any members of College are always inappropriate; in some cases, such relationships are illegal. Pupils found to be having sex in College are likely to be dealt with using the Exclusions policy.

All pupils are expected to be responsible and considerate in all aspects of their behaviour and to recognise and observe the boundaries between appropriate and inappropriate behaviour.

During the working day, including games, activities and prep, there should be no public showing of affection. At all times there should be no behaviour that would cause offence or embarrassment to themselves or others.

Visits to a House of the opposite sex are permitted with permission of the Hsm and pupils and students should sign in and are restricted to public rooms.

The appropriateness of relationships between different year groups will be decided with discussion of Hsms and Parents.

8. Alcohol, Drugs and Smoking

The College prohibits the consumption and purchase of alcohol by all pupils while in the care of the College. Exceptions to this are:

- ☐ Upper 6th Formers (who are 18) may consume up to two small glasses of wine or two pints beer in an approved pub on a Saturday evening with the specific approval of their Hsm.
- ☐ 6th Formers (who are 17) may consume a small glass of wine or a pint of beer in an approved restaurant on a Saturday evening with the specific approval of their Hsm when it is bought by someone over 18 and they are eating a meal.

When alcohol is available at school events or on social occasions, it is only available to 6th Formers in limited quantities and always carefully monitored by a member of staff.

A responsible attitude to drinking is promoted through the Floreat programme and through guidelines laid down for Upper College while in the Social Club, at social functions, on College trips and in town on Saturday evenings.

The possession or use of controlled drugs, psychoactive substances and / or so called 'legal highs' is prohibited in the College:

Smoking and the possession of smoking materials, including liquid fuels, Sheesha pens and e cigarettes, is banned in the College.

9. Mobile Phones and laptops

Mobile phones are only to be used for verbal communication in houses during the school day subject to the limitations below. Members of College should not use their phone in College at any time unless expressly given permission by a member of staff. Anyone found using their phone without permission will have their phone confiscated. Members of Upper College may use their phone to play music through earphones when studying at break times, lunchtimes and after school in the Chatfield Roberts Library. During lessons mobile phones cannot be used. Earphones should not be used when walking to and from College.

After 5.30pm all pupils can use their phones on campus but these are not to be used during study times .

Laptops must not to be placed in entrance to the Geography Department as they could easily be stolen. Locker space is provided in the foyer of the Dining Hall, which is behind keypad entry only doors.

Third Form can have their phone for an hour a day Mon-Fri, usually between 8-9 but flexibility allowed for overseas pupils; on weekends pupils can have it between 12-7. Hsms will decide about the level of technology allowed on away fixtures and trips.

Third and Fourth Form must hand their phones and laptops into the Hsm or duty tutor by 9.30pm.

Fifth and Upper College may be asked to hand in their phone and laptop at their Hsm's discretion.

10. ICT and Digital Health

All pupils are required to purchase an approved device from our Choose Your Own Device Portal. Information regarding this scheme can be found in the Cheltenham College Parent Portal. Only devices purchased through this scheme will be allowed onto the school network.

Practice

Pupils must not interfere with the work of others or the system itself. Pupil must not 'circumnavigate' the system using personal 'vpn's' to avoid the filtering system, this is clearly put in place for the protection of our pupils and is the only 'acceptable use' of our WiFi and network.

Pupils must not create, store, transmit or cause to be transmitted material which is offensive, obscene, indecent or defamatory or which infringes the copyright of another person. They must not transmit any messages or prepare files, which appear to originate from anyone other than themselves.

Photographs or images need personal consent for use, sharing or publishing without consent breaks copyright rules and is not 'acceptable use'. Please discuss and read the safeguarding information regarding 'sexting' presented by ICT, be aware any 'indecent' image sent digitally breaks the law in any given context. There is no 'legitimate' reason for this activity by any pupil at College. Please seek support if you are being coerced into any aspect of sending inappropriate texts, images or films or simply don't know what to do if placed in a difficult situation.

Pupils must not gain or attempt to gain unauthorised access to other people's files or facilities or services accessible via local or national networks or transmit any confidential information about the College: they must not attempt to get around service limitations placed on network use by the College (or its agents).

Pupils must be aware that WiFi access is a shared communal facility. As such downloaded or streaming is done so within the remit and criteria stated above.

The excessive downloading of data will be noted by our filtering systems. Should this material be outside of 'reasonable use' or offensive, obscene, indecent or 'out of age range' to the persons viewing age, then access will be denied. This will then be dealt with via Hsms and Director of IT, or with the Deputy Head Pastoral as deemed appropriate. A denial of provision will impact WiFi access in all area of the College system and will cause considerable impact on day to day activities.

Please consider what you are downloading, how much and whether this will be considered 'reasonable' by staff monitoring.

Security

Pupils must not disclose their passwords to anyone and must not attempt to discover or use the passwords of others.

Confidentiality

Any College information or records including details of pupils, parents and employees whether actual, potential or past, other than those contained in authorised and publicly available documents, must be kept confidential unless the College's prior written consent has been obtained. This requirement exists both during and after a pupil's time at the College. In particular, pupils or ex-pupils must not use such information for the benefit of any future employer.

Gaming

Games played must be age appropriate. Gaming, and this includes watching someone else game on Youtube, is only allowed when not in formalised work sessions and on the weekend after sports commitments.