

19 March 2026

Dear Parents/Carers,

Re: 'Celebrating Our Community and Strengthening Our Shared Culture' (March 2026)

This time of year, holds great significance for many of our families, with several important religious festivals approaching. For our Christian community, the season of Lent continues in preparation for Easter whilst many of our Muslim families are observing the holy month of Ramadan. In addition, our Hindu community recently observed the vibrant celebration of Holi.

We value and respect the rich diversity of our school family, so we will be acknowledging these festivals with students, and I send my warmest good wishes to all who are celebrating or observing at this time.

'The CCS Classroom': Strengthening Consistency and High Expectations

Next term we are launching 'The CCS Classroom', a whole school framework that sets out a consistent, predictable structure for lessons. 'The CCS Classroom' ensures that:

- Every child experiences clear routines in every lesson
- Teaching time is maximised and students are ready to learn
- Expectations are consistent across subjects and phases

As always, we will continue to refine and develop this work with staff, students and families.

Introducing our new 'Positive Behaviour Policy'

Alongside 'The CCS Classroom', next term we are publishing our new Positive Behaviour Policy, which is summarised in two pages at the end of this letter. This policy reflects our commitment to a positive, values-driven culture rooted in kindness, integrity and curiosity. Key features of the policy include:

1. A restorative and inclusive approach

- Students are supported to understand the impact of their actions
- Belonging comes first: *Belong* → *Believe* → *Behave*
- We prioritise teaching behaviour, not simply sanctioning it

2. Clear and consistent steps

Our stepped structure ensures transparency, fairness and consistency for all students.

- Low-level disruption is addressed quickly so learning can continue
- Serious or unsafe behaviour leads to On-Call support from staff
- Students are given opportunities to reflect, repair and reset

3. A focus on positive recognition

We are committed to "catching students being good." Reward points, postcards home, certificates and leadership opportunities all celebrate students who live 'The CCS Way': *Doing the right thing, in the right place, at the right time*. In line with our inclusive ethos, missed home learning will not be punished. Instead, students may be offered Home Learning Support so they can complete work with guidance.

Our behaviour culture is strongest when school and home, work side by side, and we truly value the support you give your children in following the CCS Way.

I wish all celebrating families a peaceful and joyful season of festivals.

Yours faithfully,

Mr C Bishop
Principal



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Principal: Chris Bishop **Vice Principals:** Andrew Fisher Elizabeth Husband Gary Wakefield

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Appendix 2: Positive Behaviour Policy - 2 Page Parent Summary

Our Approach

We believe every child has the right to learn in a calm, safe and supportive environment. Our behaviour policy is built around our core values:

- Kindness
- Integrity
- Curiosity

We call this '**The CCS Way**': **Doing the right thing, in the right place, at the right time.**

Our aim is to promote positive relationships, recognition and high expectations.

1. A Positive, Values Led Culture

We focus on "Catching Students Being Good". Staff actively look for positive behaviour and celebrate it. This includes:

- Reward points for kindness, integrity and curiosity
- Positive calls and postcards home
- Certificates and awards
- Leadership roles and special opportunities
- Celebrations in assemblies, newsletters, social media and displays

We want students to feel valued, motivated, and proud of their achievements.

How Behaviour is Taught - Behaviour is something children learn. We explicitly teach: Respect, routines and safe movement around the school; How to be ready to learn and how to treat others kindly. Tutor time and daily interactions reinforce these expectations, and staff model behaviour we want students to show.

2. Inclusion and Support

We take an "Inclusion by Design" approach. This means:

- Every child should feel they belong at CCS and in their classrooms
- Students are supported to improve behaviour
- Mistakes are seen as opportunities to learn
- Staff use restorative conversations to repair relationships

We follow a relational practice model: **Belong → Believe → Behave.**

3. Our Stepped Behaviour System

We use a simple, consistent, stepped structure so expectations are clear for everyone.

- ▶ **Discrete, Verbal Reminder** - A gentle, private reminder of expectations.
- ▶ **C1 – Final Verbal Warning** - This is recorded, followed by a brief restorative conversation.
- ▶ **C2 – Detention / Time Out** - Secondary: After-school subject detention. Primary: Short time-out to reset behaviour
- ▶ **C3 – Refocus Room** - For repeated disruption. Student completes supervised work and a restorative task.
- ▶ **C4 – On Call Removal / Serious Incident** - Immediate removal from class for unsafe or serious behaviour (e.g., aggression, abusive language, discrimination, refusing removal).

High-level behaviour may also lead to meetings with parents, individual behaviour support plans, or suspensions if necessary.

(NB: Home Learning is supported, not punished if not completed. Students may be asked to attend Home Learning Support if work is incomplete).

4. Bullying Our Commitment

What Counts as Bullying - Bullying is repeated, intentional harm where there is a power imbalance. It can be Physical, Verbal, Emotional, Online, Prejudice based.

Preventing Bullying - We promote respect, celebrate diversity and supervise areas where issues could arise. Bullying is less likely to occur in a culture of belonging.

Reporting Bullying - Students, parents and staff can report concerns to tutors, teachers or pastoral teams. All concerns are taken seriously and investigated promptly.

How We Respond - Depending on the situation this may be: Restorative meetings; Increased supervision and pastoral support; Sanction; Support for both the affected student and the student who caused harm; Work with external agencies if needed

5. Roles and Responsibilities - A 3-way partnership approach

Staff

- Create a calm, positive environment
- Teach routines and expectations
- Apply rewards and consequences consistently
- Model CCS values
- Record incidents clearly and promptly

Parents/Carers

- Support our behaviour expectations at home
- Communicate any concerns or changes in circumstances
- Work with staff to support behaviour improvement
- Celebrate successes shared by the school

Students

- Follow the CCS Way
- Treat others with kindness and respect
- Use behaviour that supports learning
- Wear uniform correctly
- Accept consequences and strive to improve

6. Mobile Phones

CCS is a mobile free school.

- Phones must be turned **off** and stored away all day
- If seen or heard, they will be confiscated and collected by a parent
- Repeated incidents may lead to daily hand in checks
- Exceptions apply only for medical reasons agreed with the principal

7. Serious Behaviour Incidents

More serious incidents such as aggression, dangerous behaviour, discrimination, or possession of banned items result in immediate removal (C4) and may lead to: Suspension; Behaviour contracts; Risk assessments; In serious or repeated cases, permanent exclusion; The safety and wellbeing of all students is our priority.

8. Students with SEND

We recognise that SEND can impact behaviour. We always consider:

- Whether the student understood expectations
- Whether their need meant they could not act differently
- Whether reasonable adjustments are needed

9. Supporting Students After Sanctions

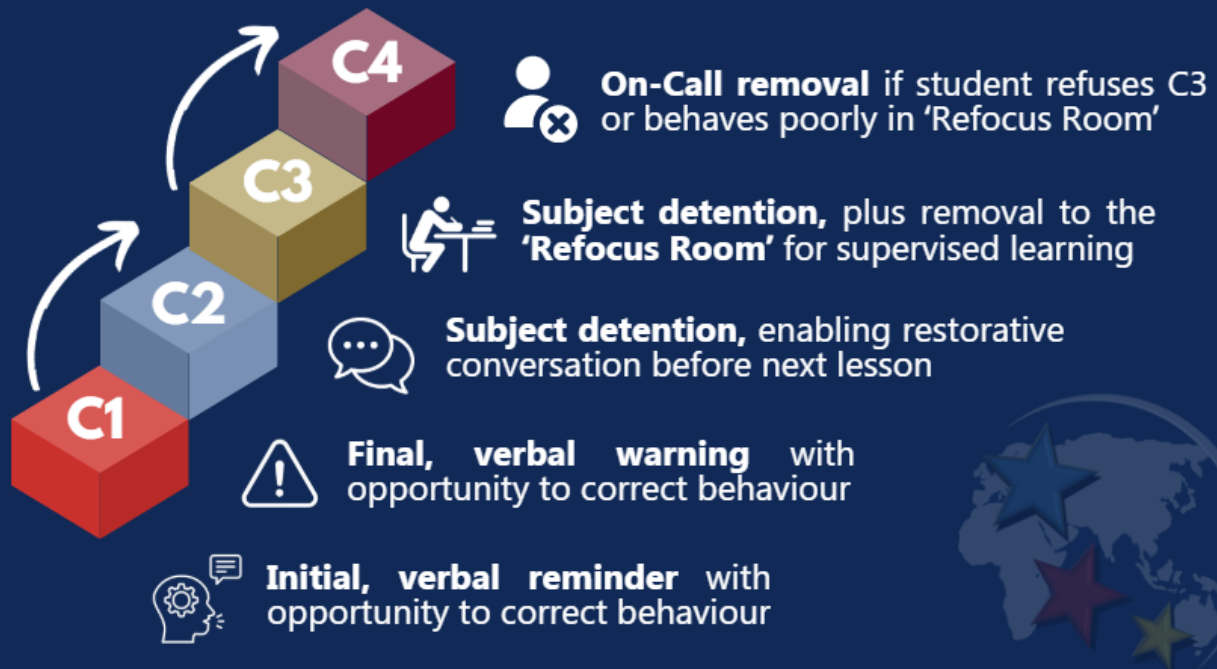
Students may receive: Daily pastoral check-ins; Behaviour plans or report cards; Risk assessments; Reintegration meetings; Support from pastoral, SEND or leadership staff. Our aim is always growth, not punishment.

10. Working Together

Our behaviour policy is designed to ensure: High standards; Consistency; Student wellbeing; A safe and ambitious learning environment. By working in partnership with parents/carers and students, we ensure every child can thrive academically, socially and emotionally at CCS.

Behaviour Consequence Steps

For low-level misbehaviour, our focus is on de-escalation, allowing the opportunity to correct behaviour so learning can continue.



In Lesson, Low-Level Misbehaviours

- **Disruption of learning** - Talking out of turn, calling out, distracting others.
 - **Off-task behaviour** - Not settling, not following instructions, daydreaming.
 - **Failure to follow a reasonable instruction** - Not moving seat, mild refusal, minor arguing back, uniform issue.
 - **Inappropriate classroom language** - Complaints, mild inappropriate comments (non-abusive).
 - **Failure to complete classwork with expected level of effort** - Refusing to work, rushing, scribbling.
 - **Eating/chewing in class** - Gum, snacks at desks.
 - **L - Late to lesson** - Arriving late without valid reason.
 - **T - Toilet** (not a consequence)
- C2S - Subject detention** - automatically set after 2nd consequence given.

Out-of-Lesson Consequences (High-Level Misbehaviours)

C2C - Centralised detention

C3 - Refocus Room (Department) removal (secondary) / Time out (primary)

C4 - On-Call removal