



# Clacton County High School

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Higher Expectations, Raising Aspirations

## Behaviour for Learning Policy & Guidance

(August 2021 School Update)

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## Behaviour for Learning Policy (BfL)

The primary aim of this policy is to ensure that all students are able to work without disruption and all members of the school community are treated with respect.

### 1. Day to Day Standards and Expectations

Below are listed the day to day standards and expectations for Clacton County High School students. This is not an exhaustive list, and includes all times when representing the school in the community or on trips. These have been updated to include additional standards of hygiene as a result of the ongoing presence of Coronavirus:

<b>Student Standards and Expectations</b>	
<p><b>On the school site, at the start of the school day</b></p> <p>Students must:</p> <ul style="list-style-type: none"> <li>● Arrive to school dressed in full school uniform, including correct school shoes and any non-uniform items removed, including coats, scarves, hats and sweatshirts. Shirts to be tucked in. The correct tie is to be worn. Any hooded sweatshirt-type garments are not allowed.</li> <li>● Remove any inappropriate personal adornments such as nose piercings; large hooped earrings e.g. only small ear studs are permitted.</li> <li>● Wash hands on arrival to school.</li> <li>● Not enter any other classroom unless with a member of staff.</li> <li>● On PE/Dance days come to school wearing full school uniform, with their PE/Dance kit to change into on site.</li> <li>● Switch off mobile phones and remove any headphones/ear pods. These items must be placed out of sight for the duration of the school day.</li> <li>● Make sure they have all the equipment and other materials needed for the day. Whilst equipment may be loaned, this will be kept to a minimum and only if absolutely necessary.</li> <li>● Ensure they have completed all homework tasks set to the best of their ability and by the required deadline.</li> <li>● Ensure that any masks or face-coverings do not display pictures, or any imagery that may be deemed offensive.</li> </ul>	<p><b>Between lessons</b></p> <p>Students must:</p> <ul style="list-style-type: none"> <li>● If moving rooms, move directly to the next lesson and not use it as a time to meet friends; there is no excuse for lateness.</li> <li>● Only go to the Clouds restaurant on their designated year group days.</li> </ul>
	<p><b>Around the school site</b></p> <p>Students must:</p> <ul style="list-style-type: none"> <li>● Move quietly, safely and sensibly along corridors and around the site observing signs and directions from staff.</li> <li>● Walk on the left in the corridors and stairways.</li> <li>● Take responsibility for keeping the school clean, safe and tidy.</li> <li>● Think carefully about their actions, to avoid accidental damage or injury.</li> <li>● Be courteous to others.</li> <li>● Follow instructions given to them by all staff.</li> <li>● Following break and lunchtime, remove non-uniform items when re-entering the school building, including trainers (i.e. from playing football on the field), coats, scarves, hats and sweatshirts.</li> <li>● Not swear or use abusive language.</li> <li>● Remember behaviour towards others deemed unkind, inappropriate, discriminatory or derogatory, or considered to be harassment will not be tolerated.</li> </ul>
<p><b>At the start of the lesson</b></p> <p>Students must:</p> <ul style="list-style-type: none"> <li>● Arrive at the classroom on time. Masks may still be worn if desired.</li> <li>● Line up quietly and wait to be let in.</li> <li>● Enter the room calmly and sit where the teacher directs.</li> <li>● Get out all the equipment needed for the lesson.</li> </ul>	

<p><b>During the lesson</b></p> <p>Students must:</p> <ul style="list-style-type: none"> <li>● Only enter and leave classrooms when authorised to do so by a staff member.</li> <li>● Adhere to the seating plan and remain in their allocated seats for the duration of the lesson. Staff may request students to move when appropriate.</li> <li>● Ensure that any masks or face-coverings do not display pictures, or any imagery that may be deemed offensive.</li> <li>● Not share equipment, drink bottles or food.</li> <li>● Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> <li>● Inform staff immediately if they feel unwell or if someone in their household has any COVID-19 symptoms.</li> <li>● Get involved and make the most of their learning.</li> <li>● Follow the instructions given by staff.</li> <li>● Treat the learning environment and everyone in it with respect.</li> <li>● Complete the tasks to the best of their ability.</li> <li>● Make sure they ask the teacher for help, if they are not sure what to do.</li> </ul>	<p><b>The wider community and public spaces</b></p> <p>Students must:</p> <ul style="list-style-type: none"> <li>● Be smart in their school uniform to and from school.</li> <li>● Remember that whilst in uniform they are representing the school.</li> <li>● Ensure that their actions do not bring the school into disrepute.</li> <li>● Be courteous and polite to everyone in the community at all times.</li> <li>● Protect the community and reduce the spread of Coronavirus, where possible, by walking or cycling or travelling in a family car to and from school.</li> <li>● If travelling on public transport, heed the current advice to wear a mask or face-covering and physically distance as much as possible.</li> </ul>
<p><b>At the end of the lesson</b></p> <p>Students must:</p> <ul style="list-style-type: none"> <li>● Make sure they know what to do for homework.</li> <li>● Clear away any rubbish and leave their area tidy.</li> <li>● Reflect on what they have learned during the lesson.</li> <li>● When dismissed, leave the lesson in an orderly manner.</li> <li>● Move around the school in a safe, calm and respectful manner, following the appropriate directional signage, and not cause disruption to lessons that may still be underway.</li> <li>● Not remain in any corridor, unless it is a designated social space.</li> </ul>	<p><b>Cycling to and from school</b></p> <p>Students must:</p> <ul style="list-style-type: none"> <li>● Ensure their bike is maintained in line with school expectations.</li> <li>● Cycle in a sensible and safe manner at all times with an awareness and respect of pedestrians and other road users.</li> <li>● Ensure bikes are secured in a designated place.</li> <li>● Take responsibility to make sure they are roadworthy and securely locked when left unattended.</li> </ul>

*This school does not accept disruptive, disrespectful, discriminatory or unkind behaviour, or behaviour whereby others may feel or be harassed; this school rewards good behaviour and values hard work and respect for others.*

## **2. REWARDS**

### **2.1 PROUD Points**

Students will be awarded with 3 PROUD Points for every lesson that they attend. There will be a maximum of 14 points available per day with 2 PROUD Points also awarded during form time. PROUD Points will be awarded for:

- Attendance/Punctuality – arriving to lessons on time
- Behaviour - not getting a C2 or higher in accordance with our consequence system (see below)
- Learning - Quality of classwork and Independent work

If a student fails to meet our expectations in any of these categories, then individual points will be taken away by the class teacher.

### **2.2 PROUD+ Points**

PROUD + points will be awarded to students who demonstrate any elements of our PROUD ethos. This can be both inside and outside of the classroom and includes:

- Perseverance
- Responsibility
- Opportunity
- Unity
- Diversity

### **2.3 WEEKLY REWARDS**

#### **2.3.1 PROUD Shop**

Students will be able to spend their PROUD and PROUD + points in the school PROUD shop. The shop is open every Monday lunchtime in Clouds restaurant and currently sells a range of stationery items, Clouds vouchers and Love 2 Shop vouchers.

In addition to spending their points, there will also be opportunity for the top achiever of Proud / Proud points in each year group per week, to receive a 'Golden Ticket', which will allow them to 'jump the queue' and go to the front of the queue in Clouds restaurant, with a friend.

### **2.4 TERMLY REWARDS**

Clacton County High School aims to provide a caring environment where individuals develop their full potential and their achievement is celebrated. Students who earn the highest amount of PROUD points (this excludes PROUD + points) will be eligible for our end of term 'reward'. This is decided by students through a school survey. The termly reward is announced at the beginning of each term in assemblies or through form time.

### **2.5 PROUD badges**

Students will be recognised for their wonderful achievements through our PROUD badges. Students can earn a PROUD badge for:

- PROUD Ambassador - students that have volunteered to work on school projects and community projects will be awarded a PROUD Ambassador badge.

- PROUD Points - students will receive a bronze PROUD badge if they manage to achieve 100% of the PROUD points on offer to them throughout an entire school year. They will continue to earn a silver badge should they do this for a second year, and then finally a gold badge for a third year.
- PROUD - If a student demonstrates any element of our PROUD ethos and is nominated by a teacher, they could be awarded a badge for that specific element of PROUD. These could be for one-off acts that makes the school community proud.

## **2.6 Attendance Rewards**

We believe attendance is particularly important to a child's development, which is why the expectation is that all students attend every day when school is open. In order to celebrate this, we will reward students in the following ways:

- Students with 100% attendance for each term will be entered on a termly roll of honour, to be published in the school's Weekly News.
- Students with 100% attendance for the year will be entered on an annual roll of honour, to be published in the first newsletter of the following academic year.
- Each week there is a draw from all 100% attendees, picked at random, for a £5 reward. One for each year group.
- Those with 100% attendance in each year group have also the chance to win the 'Golden Ticket' each week, whereby a student is able to 'jump the queue' to go to the front, in Clouds restaurant, with a friend.
- Those with 100% attendance and the greatest number of Proud points each week (Top ten in each year group) will also get a personal email sent to their parents from the Assistant Headteacher.
- The form group within each year group, with the highest number of students with 100% attendance for each month will receive a food hamper reward.
- The attendance team will present weekly attendance percentages for each form and publish league tables.
- By attending school punctually, students will gain PROUD points and these will go towards the termly reward as described above.

Top recipients' names will be published in the Weekly News, on the plasma TV screens and on Notice Boards at regular intervals.

## **3. EQUIPMENT**

Bringing correct equipment essential for the day at school is a student's responsibility, and includes their school books. Students should have a bag large enough to accommodate all of their belongings. Small across-the-shoulder bags are not appropriate as they cannot carry books. Students should bring their own named water bottle into school, this can be refilled at appropriate times throughout the day. To mitigate the spread of more transmissible variants of Coronavirus, students are encouraged not share any personal equipment.

Students who do not have the correct equipment for their lessons (see list below) will be loaned what is required by their teacher. The loaned equipment will be returned at the end of the lesson. The teacher will issue a C2. Students missing equipment are expected to report – at an appropriate non-lesson time (i.e. start or end of the school day; breaktime; lunchtime) to their respective year leader's office to purchase replacement items. Regular breaches of the expectation to be fully

equipped will lead to a C3 sanction, in the first instance. Students will be reminded by tutors of their C3 at the appropriate point in the Pastoral Programme.

Equipment Checklist	
<ul style="list-style-type: none"> <li>● Pens</li> <li>● Pencils</li> <li>● Rubber</li> <li>● Ruler</li> <li>● Sharpener</li> </ul>	<ul style="list-style-type: none"> <li>● White board pen</li> <li>● Green Pen</li> <li>● Calculator (For Maths/Science)</li> <li>● Protractor (For Maths)</li> <li>● Compass (For Maths)</li> </ul>

#### 4. Consequences



#### **4.1 C3**

CCHS will not accept disruptive behaviour in lessons. Any student, whose behaviour has a negative impact within the classroom, will be issued with a C3 60 minute after school detention which will be held in the main hall on Tuesday to Friday each week, supervised by a member of the senior leadership team in the main hall. Different year groups will be placed in different areas of the hall.

C3s will also be given for:

- Inappropriate/disrespectful/foul language in lessons, around the school, in corridors and/or during social time. Inappropriate behaviour outside of lessons may lead students losing their lunchtime as opposed to an after school C3. This will be a C3 social which is supervised by senior staff. It is the student's responsibility to be punctual to all C3s either social or in the main hall.
- Behaviour that is deemed emotionally harmful or distressing to those who are around them.
- Refusing to hand over a mobile phone when asked for it by a senior member of staff, both during a lesson or social time. (N.B. Persistent refusal over time to meet the above expectations may result in the student no longer being able to bring their phone onto the school site.)
- Failing a faculty or senior report (for example, failing to meet set targets in one lesson).
- Unacceptable use of the Internet (i.e. safeguarding issue) or inappropriate use of the internet by accessing gaming, music videos or shopping websites sites, for example.
- Over 5 minutes late to form without a parental note.
- Over 5 minutes late to lesson without an authorised note (i.e. green slip).
- More than 3 C2s, for lateness to form/assembly or lessons, in one week will lead to a C3 Tuesday afterschool.
- C3 increases to 80 minutes if student avoids signing in at the attendance office if late to school, failure to attend C3 60 minute detention and inappropriate behaviour within a C3 detention (failure to complete a C3 80 minute detention = C4 Reset).

#### **4.2 C4 RESET - Internal**

Internal RESET involves removal from the classroom, for a fixed period of time, and being sent to the internal RESET room. This will run on aggregated time whereby the students will attend their RESET from 9.00am - 4:00pm inclusive. Students must bring a packed lunch, with only soft drink/water and no sweets. Students on free school meals should notify the appropriate pastoral team who will ensure a lunch is provided. All students are expected to attend in full uniform.

#### **4.3 C4 RESET - Internal (Vulnerable Students)**

There will be some students who will not be able to access the 9.00am - 4.00pm RESET, so the school will provide a more bespoke provision for these students. This will also run on aggregated time whereby the students will attend their RESET from 9.00am - 12.30pm inclusive and at times this may be in a different smaller setting. All students are expected to attend in full uniform.

#### **4.4 C5 - Off Site Provision (STOP – short-term offsite provision)**

Offsite provision involves removal from the school for a fixed period of time and being sent to another school. This provision could be any one of the of the Sigma Trust secondary schools; Colne Community College, Harwich and Dovercourt High School, Philip Morant, Thomas Lord Audley School, St. Helena School, or Stanway School. Clacton Coastal Academy is also used due to its close proximity and the same protocols are in place, despite being a non-Sigma school.

#### **4.5 C4 RESET (Internal RESET), C5 STOP (short-term offsite provision) or Fixed Term Exclusions (FTE) can be given for:**

- Truancy from a lesson/part lesson or organised event.
- Failure of faculty/senior report (for example, failing to meet set targets in at least two lessons).
- Persistent failure of pastoral or senior report.
- Verbal abuse/threatening behaviour towards others.
- Fighting/physical aggression towards a peer.
- Sexist/racist/homophobic remark/comment.
- Bullying, including body shaming.
- Smoking or vaping on site, outside school gates, or in uniform (including e-cigarettes).
- Failure to attend/misbehaviour in a C3 80-minute detention.
- Failure to behave within RESET will lead to off-site STOP provision the following day.
- Disrupting multiple lessons in a day/week.
- Being removed from any exam environment for talking/unacceptable behaviour.
- Bringing the school into disrepute (including poor behaviour whilst on an educational visit). Such an incident may also result in a ban from participating in a school event/trip for a defined period of time.
- Deliberate damage to school property (a contribution towards the repair will also be required).
- Physical aggression towards a member of staff.
- Derogatory/abusive language towards a member of staff.
- Possession of banned/prohibited/illegal items, substances, or drug related paraphernalia.\*\*
- Refusal of/misbehaviour in an off-site RESET.
- Indecent exposure.
- Physical assault on another student (this can also include deliberate coughing over a student or member of staff).
- Persistent breaches of behaviour or comments in relation to the pandemic that cause stress or anxiety to other students.
- Persistent anti-social behaviour during social times.
- Sexist/racist/homophobic incident or aggression.
- Inappropriate/unwelcome touching of another person, including any form of peer on peer abuse, or behaviour deemed to be harassment.
- The use of a mobile device/social media, to cause offence or harm to another student, e.g. a mobile phone being used to record an incident or posting items on social media.

\*\* If staff suspect that a student is in possession of any banned/prohibited/illegal items or substances, it reserves the right to search a student's person or property in accordance with the Search & Confiscation Policy; this will be completed by a senior member of staff accompanied by an additional member of staff.

For the duration or part of the fixed term exclusions (FTEs), students can also be sent to an alternative off-site provision based at one of the Sigma secondary schools or to Clacton Coastal Academy.

Whilst these examples may result in a FTE, they could result in a permanent exclusion, managed move to another school, or positive referral to NEECA. Any such decision would be made by the Executive Headteacher based on the guidance issued by the Department for Education.



## **5. Removal of a student from the school**

This may be through a managed move, positive referral or where necessary, permanent exclusion. Clearly, such steps are only to be taken as a last resort and when all other solutions have been tried. Where a student has a long history of poor behaviour, it is hoped that this can be addressed through a positive referral. In the case of one-off serious acts shown below, permanent exclusion will be the most likely outcome.

Permanent exclusions can be given for:

- Serious acts of violence.
- Theft from the school or staff.
- Possession of illegal weapon.
- Possession of, or trafficking drugs.
- Gross misconduct.

In exceptional circumstances, the school may permanently exclude a student for:

- Persistent breaches of the school's Behaviour for Learning policy and where allowing the student to remain in school, would seriously harm the education or the welfare of the student, or others in school.

or:

- Deliberately damaging the good reputation of the school.

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**The lists above in sections 4 and 5 are not exhaustive and the sanction applied will consider the severity and frequency of the incident(s). The ultimate decision will be at the discretion of the Executive Headteacher or designated senior staff.**

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## **6. Indoors, Communal Areas and During lesson time**

Staff may employ a range of strategies before applying the normal Behaviour for Learning (BFL) procedures in all areas across the school, and not exclusively within the classroom environment.

## **7. Washing of hands prior to school day**

High standards of hygiene will continue to be important. Students will be reminded to wash hands prior to school day and/or use their hand sanitiser to reduce the spread of Coronavirus or any other pathogen. This forms part of our high expectations and students will need to support this request. Students should be equipped with their own hand sanitiser and use throughout the day.

## **8. Standards of dress, appearance and presentation**

Students are expected to attend school in full school uniform. The school website has examples of the styles of shoes and trousers that are permitted as part of the CCHS uniform. Students who do not meet these expectations will be loaned uniform (*items will continue to be sanitised as per COVID-19 guidance*).

Outside garments (for example coats and jackets), which are not part of school uniform, must not be worn when inside the school building under any circumstances. On entering the school premises following social times, these garments must be removed straight away. 'Garments' include, but not exclusive: coats, scarves, hats, sunglasses and sweatshirts. Hoodies (hooded sweatshirt type garments) may not be worn.

On PE/Dance days, students will come to school in full uniform, bringing with them the required kit. Students will change for PE/Dance at school in the designated changing rooms.

Expectations around adornments are:

- Facial piercings - are not allowed. Students who come to school with a facial piercing will be expected to take it out and a refusal to do so could mean they are removed from lessons until they have done so. Nose studs may be replaced with a clear-plastic stud which can be worn only for the 6-week healing period, after which they are to be completely removed when in school.
- Jewellery – earrings are limited to one pair of studs; no hoops are allowed. Necklaces can be worn, but must be discreet and not on view.
- Hair - only natural hair colours; e.g. no blue, pink, red, purple, green and no extreme hairstyles. Any student who comes to school with hair deemed unacceptable could be removed from lessons until their hair meets our expectations.
- False eyelashes – these should mirror the typical length of natural eyelashes and be of a natural colour.
- Fingernails (real/false) – should be of an appropriate length for school so as not to contravene health and safety, and be appropriate and for participation in PE, or technology subjects.
- Make up – if worn, should be discreet and appropriate for school.
- Socks – plain black or white socks only and these must be worn below the knee.

Failure to comply with standards of dress and/or adornments will lead to removal from lessons until standards meet those of the school, and contact home.

**9. Use of mobile phones and other smart devices - lesson times and social times (which includes before school, lesson changeover, break and lunch time):**

- Mobile phones and other digital smart devices (including smart watches) are the personal responsibility of a student and are brought to school entirely at their owner's own risk. The school does not accept any responsibility for the loss of these items.
- On entering the school site all mobile phones must be turned off and together with earphones/ear pods/headphones put away in bags or out of sight. Smart watches may be used for time-keeping only.
- Any students using mobile phones or with visible phones, headphones, ear pods, or earphones during lessons or social times will be required to hand their phones, devices or accessories to a senior member of staff. A C3 60-minute sanction will be applied where these devices have been used in lesson time. Students will be allowed to collect phones at the end of the day. This also applies to the use of other devices during lesson or social times, including smart watches where, for example, they are actively engaged with regarding the sending or receiving of messages.
- Students refusing to hand over a mobile phone, device and/or accessories will result in the student being withdrawn from the lesson by the senior member of staff, and will still be required to hand in their phone/device for the rest of the day. They will be sanctioned for non-cooperation and issued with a C3 80-minute sanction for the same or following day.
- Students who continue to refuse to hand the phone/device to the senior member of staff will be withdrawn from lessons for the rest of the day and be expected to still complete their C3 80-minute sanction the following day.

*N.B*

*All phones/devices will be logged and kept safe in the attendance office; students will collect at the end of the school day, they will need to sign for receipt of the return of the phone/device.*

*Persistent failure to meet expectations may result in a student not being allowed to bring their mobile phone/other digital smart device onto the school site.*

## **10. Behaviour outside the school gates and in the wider school community and public spaces**

Students may be disciplined for misbehaviour when they are:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a student at the school.

Additionally, they may be disciplined by the school, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student, member of staff or member of the public.
- Could adversely affect the reputation of the school.

## **11. Smoking related materials**

Any student found in possession of smoking related materials or paraphernalia, such as; lighters, cigarettes, tobacco, e-cigarettes, will have these items confiscated. Items will not be returned to students but may be collected at the discretion of parents.

The lists and descriptors in this policy are not exclusive nor exhaustive and the sanction applied will consider the nature, severity and frequency of the incident(s). The ultimate decision will be at the discretion of the relevant staff.

## **12. Promoting positive interactions and relationships: A TPP approach**

*'Culture eats strategy for breakfast'*

A strong, positive school culture can be seen in the daily transactions between adults and pupils and through the respect they show to visitors.

It can be seen in the language used towards pupils and about pupils. It can be seen in the daily routines; how the pupils arrive at school, how they are welcomed and how they are dismissed at the end of the day.

It requires strong emotional intelligence of staff at all levels.

It takes hard work and energy to build up a school culture. It requires careful balance and a measured approach. A few poor ingredients in the wrong quantity can prevent the cake from rising.

We are aiming to shift from traditional use of language and understanding of behaviour to a trauma perceptive description of vulnerable children and young people; for example -

### Understanding behaviour

- what has happened / is happening to the child?"
- what is being communicated?
- sees behaviours as ways of coping- adaptive automatic responses (and therefore resulting from a stressor).
- use the perspective of a 'stress detective'. Adults ask "Why/ Why now?"

### Rather than

- seeing behaviour as an individual deficit, i.e. something that is wrong - '*What's wrong with you?*'
- using negative labels.
- always seeing behaviours as **purposeful and planned**.
- behaviour being seen as '**naughty**', **wilful defiance and disrespectful**.

Behaviour is a communication and is needs driven, and understanding the behaviour is more important than the behaviour itself. Difficult and harmful behaviour is very rarely random: most are likely to be stress related.

## A TPP Relational Behaviour Model

Behaviour is something to	Interpret
Children and young people	Are prone to make mistakes and highly responsive to the environment and the context
Behaviour is predominantly through	Relationships
Children who don't manage should be	Understood and included
Boundaries are to	Keep everyone safe and to meet everyone's needs
Rules should be	Developed together and adapted where needed
Consequences are	Only used within a process of restore and repair
'Inappropriate' behaviour is	A sign of unmet need, stress (difficulty in coping), lack of knowledge
The causes of difficulties are	Mostly in the environment and within the context of relationships
The solutions lie in	Understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	Wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

What we are aiming to do using TPP is:

- Think about how we would interpret / reflect on unwanted behaviour. Do we considered *WHY* the student might be behaving in a certain way?
- Remember that young people are unlikely to be able to rationalise responses. We cannot expect them to understand the impact on their own brain development. We have to help support the needs we identify by modifying the language we use.
- Consider choose correctly the language we use in response to unwanted behaviour and how we might balance this with the expectations of this behaviour policy.
- Adopt a more empathetic approach where a punitive strategy is used only as the last resort.
- Embrace core values around trust, openness, support, relatedness and respect.