



Clacton County High School

Student Code of Conduct

The CCHS Student Code of Conduct is an extension of the CCHS Behaviour Policy. The Code of Conduct supports the school's commitment to excellent teaching and learning, and creating a culture whereby students feel safe, comfortable and confident to take responsibility for their learning. To achieve this, we expect all students to be Ready, Respectful and Safe during lessons, outside the classroom and in the community. Together, these expectations form the school's three rules.

What are our expected behaviours?

Our expected behaviours follow our school rules and the school routines; by being positive, cheerful and helpful to others; and by being visibly kind to everyone.

Our School Rules

1. READY.
2. RESPECTFUL.
3. SAFE.

READY, RESPECTFUL, SAFE - what we want these rules to look like in and around CCHS:

READY

- On time to school. On time to lessons.
- Equipped to learn in that subject - pens, pencils, rulers, scientific calculator, books, homework (in a bag).
- Correct, complete and well presented uniform - blazers on (no badges), shirts tucked in, ties worn, jewellery out of sight.
- Entering the classroom quietly and calmly under teacher direction; otherwise lining up nicely, if applicable.
- Students straight to allocated seats; bags down; equipment out; ready to work using the appropriate resources for the lesson on the table/retrieval activity.
- Ready to discuss and do the tasks as necessary (for example if you have discussion time with a partner, be ready to share your ideas; or if you have been rehearsing as a group, be ready to perform to the class if that is the expectation).
- Staff should also be ready at the door to greet using visible kindness; punctual so that lesson starts on the bell; resources for students ready.
- Eyes on the teacher when required.
- Have a positive, 'can do' attitude.

RESPECTFUL

- Politeness and courtesy to everyone you encounter: use of kind and appropriate body and verbal language. Acknowledge and greet visitors to the school.
- Corridor movement is quiet, calm and orderly: no boisterous, antisocial behaviour anywhere that disrupts the learning environment.
- Respect the speaker - don't talk over one another.
- Staff to apply tiered response to unwanted behaviours with courtesy.

- Lend a hand - hold doors open; be aware of others; everyone is a role model.
- People are valued, not belittled; no derogatory, discriminatory or inflammatory language or behaviour.
- Respecting equipment/spaces/environment - tidiness; no litter
- Listening to one another and their opinions/ideas.
- Taking turns.
- Communicate maturely, sensibly and professionally: body; voice; email; online.
- Knowing and understanding that everyone deserves a disruption free school environment.
- Actively and consciously uphold the school's PROUD values.

SAFE

- Corridor movement is quiet, calm and orderly: no boisterous, antisocial behaviour anywhere.
- Keep left in corridors and stairwells.
- Line up outside classrooms or in the Clouds restaurant quietly: no boisterous, antisocial behaviour.
- Use equipment/furniture correctly in a manner that will not cause harm.
- Follow our rules consistently (particularly in practical subjects), understand these help keep you safe.
- Open and active consideration of others.
- No provocation or stirring of situations. Avoid the drama and don't contribute to it.

Visible Kindness

Kindness, thoughtfulness and consideration is an integral part of the culture at CCHS and is vital to a happy and successful time at CCHS. It is important that students are kind to themselves, each other, staff and guests to the school. We do not tolerate any behaviour that makes others feel hurt, threatened or uncomfortable. However, if students do feel sad or upset during their time at CCHS, it is important that they report it to their form tutor or any member of the pastoral team.

What we want visible kindness to look like:

1. **Meet and Greet** - welcome everyone with eye contact; using warm language; compliment; shake hands (if people are comfortable doing this). Acknowledge everyone, including guests, showing thoughtfulness and consideration, when moving around the school site.
2. **Thank** - acknowledge openly.
3. **Apologise** - we are all fallible.
4. **Walk with presence and pride** - show purpose by getting to your lessons on time.

Key School Routines

Our routines help to ensure a calm, purposeful environment. We ask students to:

1. Walk on the left QUIETLY in corridors, so as not to disturb others.
2. Only go to the toilet / refill bottles / get things out of lockers before school, at Break or Lunchtime.
3. Line up before entering the classroom calmly and start their retrieval activity.
4. Ensure they are ready to leave the classroom tidy, and in a calm fashion.
5. Ensure they are tracking the teacher when asked, and that classwork is complete and well presented.
6. Eat any food only in Clouds or outside. Food and drink won't be consumed in corridors.
7. Leave school promptly at the end of the day and behave, in the community, in a way that the school will be proud of.

A tiered approach to managing unwanted behaviours

We usually respond to poor behaviour in the classroom based upon the following structure:

Language	What should staff do?	What action do staff need to take?
Remind	<p>We apply our normal classroom management, implementing TPP appropriately. We may use body language (i.e: a look, a clap, a wave of the hand); we may have a quiet word with a student, to remind them of our expectations. In some cases we may move a student to a different seat, within a suite of strategies.</p>	<p>We do not record this on classcharts.</p> <p>If there is a persistent issue where repeated reminders are required over time, a conversation over the phone should be considered as an effective action. Please log the call home on classcharts.</p>
Reflect	<p>We warn the student about their behaviour, using the phrase they need to 'Reflect,' to ensure the student knows it is more serious than a Reminder.</p> <p>A student may be asked to step outside the classroom to enable them to reflect and so that a private discussion can take place to determine why this stage has been reached, for example. The colleague can then address the student's behaviour, or the source of why that behaviour was displayed.</p> <p>Students who are asked to wait outside should not spend more than 2 minutes away from learning, before returning to the classroom.</p>	<p>Students who need to Reflect have this recorded on classcharts.</p> <p>If there is a persistent issue where a student is asked to reflect upon things repeatedly over time, a conversation over the phone should be considered as an effective action.</p>
Remove	<p>We can remove a student to another classroom if the reminder and opportunity to reflect have not been taken on board. We will provide appropriate work for the student to continue with. The student will return to your classroom just before the end of the lesson for a discussion to agree how things will improve ahead of the next lesson.</p> <p>If there is a significant breach in classroom standards - including health, safety and safeguarding - and/or the student cannot go to another classroom without further disruption because they cannot regulate, senior staff may be called to remove the student. The student will be collected and taken to the call out room.</p>	<p>Students who need to be removed have this recorded on classcharts if the conversation is successful and positive.</p> <p>If the conversation is not successful or positive this is recorded on classcharts and a 60 minute after school detention issued. The colleague issuing the detention is expected to attend the detention and speak to the student within a restorative context.</p> <p>A removed student will be issued with a sanction dependent upon the behaviour that triggered this action. If a detention is issued, the colleague who requested the student's removal is expected to attend the detention and speak to the student within a restorative context.</p>
RESET	<p>The student will have a predetermined period of time to reconsider the choices made that led to a RESET. Supportive work and conversation will form part of the time in RESET to help the student understand how to modify their behaviours in school and consider the strategies to help manage their time at school. A review of existing strategies (i.e: PSP; One-Plan) will be undertaken.</p>	<p>Students referred to RESET will be recorded on classcharts.</p> <p>Key colleagues will be involved where an adjustment to strategies or further assessment is required.</p>

STOP and above	<p>Senior colleagues will assess an incident and determine whether a STOP referral, or higher, is deemed appropriate.</p> <p>In certain cases, a student may be supported using the Managed Move or Positive Referral protocol.</p>	<p>Students issued with a STOP referral or higher will be recorded on classcharts.</p> <p>Students requiring support on Managed Moves or Positive Referrals will be presented to a core panel of colleagues at CCHS, NEECA, and others, where appropriate.</p>
<p>At all stages, a student will be reviewed in terms of the support they require. A graduated response around Universal Support, Targeted Support or Intervention will be employed.</p>		
<p>The school has the right to consider a sanction for its students if poor behaviour is reported or witnessed in and around the local community, if travelling between schools or other organisations, or school trips and events. This may apply to any student irrespective of whether in uniform or otherwise. The sanction applied will vary in severity according to the specific incident.</p>		
<p>It is expected that the member of staff who issued the sanction will speak to the student to have a restorative conversation before the next lesson. In the case of a Reminder or Rethink, this may take place at an appropriate point during the lesson. Where a student is issued with a detention, the restorative conversation may take place at break/lunch/during the after-school detention, and before the next lesson with the student. Remember a phone call home is a very effective strategy for enhancing positive relationships with the family and supporting behaviour management, especially at an early stage as a pre-emptive measure against escalation.</p>		
<p>Our Focus Fortnight is a window of time whereby the school has a focus on a specific area: all staff are expected to support this initiative. A review of the impact will take place and inform the next focus area.</p>		

PROUD @CCHS

At Clacton County High School, we teach students to be PROUD of what they do and how to achieve the success that students rightly deserve, both at school and in their lives as a whole. Having pride in what they do and how they present themselves will enable our students to increase their self-esteem; this in turn will help students to realise their dreams.

Our PROUD initiative supports our culture of 'Higher Expectations, Raising Aspirations, Transforming Lives' by promoting an attitude to learn and do well. Being a student at CCHS is more than just about academic results. We want all students at CCHS to be part of the broader community, to have kindness, compassion and empathy for others, and to become good citizens with an understanding of the importance of modern British values; democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths or beliefs.

Our PROUD ideals focus on **Perseverance, Responsibility, Opportunity, Unity** and **Diversity** and encourage students to look beyond school and exceed their own personal expectations.

PROUD points will be awarded for:

- Punctuality – attending lessons on time
- Behaviour – points will be awarded for good behaviour
- Classwork/homework - producing outstanding classwork and homework

It is important to remember that points can be deducted for failure to meet the expectations of the Behaviour Policy.

PROUD+ points will be awarded to students, if and when they demonstrate any element of our PROUD ethos. This can be both inside and outside of the classroom and includes:

Perseverance **R**esponsibility **O**ppportunity **U**nity **D**iversity

Standards

We expect our students to uphold the school rules and values, abide by our routines and comply with the Behaviour Policy. Students will be monitored for standards of uniform, adhering to our expectations around clothing, makeup and adornments. Attendance and punctuality to school and lessons will be monitored and we will expect attendance to be good and above 98% where possible. We want our students to demonstrate our PROUD values and support our culture of excellence. We want our students to bring the best version of themselves to school.

Agreement

I confirm that I have read, understood and agree to abide by the CCHS student code of conduct.

STUDENT Name:

STUDENT Signature:

PARENT / CARER Signature:

DATE: