



Community College

# **Behaviour for Learning Policy**

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## Rationale

Stoke Damerel is a place for high quality learning and teaching. All students and staff are entitled to work in a safe, happy and positive environment where there are opportunities to make good progress and achieve challenging goals. We believe every student has the right to learn and every teacher the right to teach, creating a **disruption-free learning environment** in which all students can flourish and feel safe, respected and valued. We will encourage all members of our college to accept personal responsibility for their actions, to be truthful, self-disciplined and respectful of others.

***“No student has the right to disrupt the learning of others. Teachers and staff will have disruption free classrooms in which they can teach, and students will have disruption free classrooms in which they can learn”***

## Principles

We believe that in order to enable quality first teaching and learning to take place high standards of behaviour in all aspects of College life is essential.

Our broad principles are to:

- Safeguard a positive learning environment throughout the College ensuring learning is effective and students and staff feel safe, secure and supported.
- Ensure all staff promote the highest standards of behaviour through consistent and fair application of rewards and sanctions.
- Support all members of staff through training and professional development to use standard College processes so all behaviour issues including punctuality and standards of uniform are consistently addressed.
- Ensure all students recognise that they are personally responsible and accountable for their behaviour both in lessons and during social times and they can make choices about how they behave.
- Establish and re-affirm with students that there are clear and inevitable consequences for their behaviour both positive and negative.



## **Section 1: Expectations**

### **The Journey to and from Home**

Students are expected to represent Stoke Damerel by demonstrating a high standard of conduct on their journey to and from school. Every student is considered to be an ambassador for our College and are expected to:

1. arrive at College and leave school in full uniform (students are not permitted to wear hoodies)
2. use the traffic lights crossings where possible to cross the road safely
3. use the cycle lanes/pedestrian zones safely
4. take any litter home and dispose of it properly
5. respect our neighbours and all local residents
6. report to us if they witness others bringing our school into disrepute

Students not following these expectations will have consequences according to our sanctions below.

### **Conduct outside of the College**

We have high expectations for the behaviour of our students when outside the College premises. This includes activities organised by the College such as sporting events, work experience and educational visits. Students are expected, regardless of the nature of the activity, whether in our uniform or not to conduct themselves in line with our college expectations. Sanctions will be imposed for any behaviour which contravenes our policies when a student is:

- Taking part in any school-organised or school-related activity, or travelling to or from school and wearing our school uniform, or in some other way identifiable as a student from our College
- For behaviour which, at any time, could have repercussions for the orderly running of the school, or poses a threat to another student, member of staff or the public, or could adversely affect the reputation of the school.

This includes actions both in person and/or using methods such as social media / networks.

## Conduct around the College

We expect the students to operate in an environment that is calm, orderly and promotes the values of our Stoke Damerel Six (*See Appendix A*). Students are expected to conduct themselves around the College site in line with these expectations:

- When in and around learning zones students are to walk quietly, recognising that learning will be taking place.
- When in corridors students are to follow our one way system and keep left to avoid congestion.
- Upon entering any building coats are to be removed and at all times blazers should be on and shirts tucked in (see ***Uniform Policy***).
- At break and lunchtimes, students must adhere to the 'zones' of the College where they can and cannot gather.
- Students are expected to follow our ***mobile phone policy*** at all times.
- Defiance - if a member of staff asked the students to do something that is reasonable, they must do it. If they refuse, or walk away, they will be sent straight to the Pastoral Team.

If there is a significant breach of our behaviour expectations (B3) or a serious issue (B4) (*see Appendix B*) a student will be removed to our Disruption Free Learning Centre (DFL), 'top corridor' or an alternative safe place, during which time an investigation will take place before any further decision is taken.

## Conduct in Lessons

We are mindful of the loss of learning that can occur when lessons are disrupted as a result of both poor 'conduct' behaviour and poor 'learning' behaviour.

Poor 'conduct' behaviour includes:

Shouting out in class; making inappropriate noises or remarks; talking when they should be in silence; off task discussions; poor language; graffiti; physical and verbal aggressive behaviour; rudeness; refusal to follow instructions; mobile phone use; interfering with another's property.

Poor 'learning' behaviour includes:

Non engagement in the task / discussions; being slow to begin the activities; non compliance with the work set.

*This list is not exhaustive - further examples of unacceptable behaviour are outlined in our 'Exclusions Policy' which should be read in conjunction with this policy.*

The overwhelming majority of students consistently display excellent learning behaviour, however, the impact on learning by the few has a negative impact on the learning of others. In short students should arrive to lessons on time, with the correct equipment and engage in learning.

Students are expected to:

- arrive promptly to lesson walking with purpose to each lesson.
- upon arrival, enter the room and sit in their seating plan (set by the teacher), having collected their books and resources required for the lesson.
- students are to sit in silence, putting their pencil case and homework journal onto the desk, and complete the 'Low Stakes Quiz' task given.
- students are to take pride in their work writing the date and title in full and using appropriate stationary in order to ensure their work is of a high quality.
- students are expected to engage in purposeful practice - meaning they are focused on learning and follow the instructions/direction provided by the class teacher, and do not deviate from this at any stage of the lesson.

Classrooms should be a disruption free environment allowing teaching and learning to flourish. On a lesson by lesson basis, students will have one simple choice, to meet our expectations and make progress, or to be isolated from their peers for a period of time so that the learning of others is not disrupted.

A student failing to meet any of these expectations will receive a sanction using our 'Disruption Free Learning' system (*Appendix C*). A student will be issued with a BI as a formal

warning to 'modify' their behaviours in line with our expectations. Their name will be placed onto the board. The staff member will make it explicit to the student why they have received a B1. The second time during a lesson that the student fails to meet these expectations, they will receive a B2 and be sent to our Disruption Free Learning Centre (DFL) for a period of time. This will be logged in our 'Go For Schools' system, which parents can view via the App.

## **Managing Behaviour in the Classroom**

The Department for Education Teachers' Standards document states:

*A teacher must:*

- *have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in the classrooms and around the school, in accordance with the school's behaviour policy*
- *have high expectations of behaviour, and establish and framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly*
- *manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them*
- *maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.*

Classrooms are a place of learning and we have high expectations for student behaviour in lessons. Consistency of approach and a collective responsibility for managing behaviour will lead to high standards. Where there is inconsistency in school, students are more likely to push the boundaries. When students know that the teachers will stick to the Behaviour Policy and class routines, they feel safer and happy, and behaviour improves.

Our aim is not to issue as many sanctions as quickly as possible. It is important that relationships between staff and students remain a strength of the college, and that teachers / staff hold students to account with compassion. We are committed to working with our students and staff must use language and strategies that give students opportunities to modify their behaviour quickly and hopefully avoid a sanction in the first place.

It is essential that warnings are given in a consistent way, and are written on the board. Staff should use language, including body language, to de-escalate situations. This forms the basis of staff training every year.

## Starting and ending lessons

We have a well-established routine for entering and exiting the classroom to ensure that students arrive and leave calmly, and start their learning promptly:

<b>Entry Routine</b>	
<p><b>Meet, Greet, and Seat</b></p> <ul style="list-style-type: none"> <li>● Teacher meets students at the door and welcomes them into the classroom</li> <li>● Uniform is checked on entry</li> <li>● Bags are under desks and coats on the back of chairs</li> <li>● Pencil cases out on desk</li> <li>● Students sit down in silence and begin the low stakes quiz</li> <li>● Lateness is challenged</li> </ul>	<p><b>So that.....</b></p> <ul style="list-style-type: none"> <li>● Students enter the classroom in a calm and focussed manner</li> <li>● Students are in the correct uniform ready to start the lesson</li> <li>● Students start the lesson in silence and are settled and ready for learning in every subject</li> </ul>
<b>Exit Routine</b>	
<ul style="list-style-type: none"> <li>● Students stand in silence behind desks</li> <li>● Teacher checks uniform before dismissing students row by row</li> <li>● Teacher stands on the threshold</li> </ul>	<p><b>So that....</b></p> <ul style="list-style-type: none"> <li>● Students leave the lesson in a calm and orderly manner</li> <li>● Students are reminded of expectations for conduct in corridors and make their way swiftly to lessons.</li> </ul>

## Uniform

We believe that uniform should reflect the sense of belonging, pride and identity that we have here at Stoke Damerel Community College. Wearing our uniform is a signal of readiness to be part of our learning community. The uniform reflects our high standards and expectations of our young people as they all have a role in contributing to a positive and purposeful working and learning environment. Information about the uniform expectations are available in our

**Uniform Policy.** Uniform should be correctly worn by all students. Immediate, same day detentions (lunchtime for year 7 & 8 and after school from 3.00-3.25pm for year 9 - 13) will take place for those with uniform infringements. Those who repeatedly are without the correct uniform will be placed into isolation until a solution is agreed.

## **Confiscation**

As with other sanctions, the sanction of confiscation must be applied in a reasonable and proportionate way. The aim pursued in confiscating property is to maintain an environment conducive to learning - one which safeguards the rights of other students to be educated with regard to health and safety.

At Stoke Damerel, all staff have the authority to seize, retain or dispose of items such as:

- Chewing gum
- Paper based items
- Foodstuffs

All staff have the right to seize and retain but not dispose of the following items:

- Mobile phones
- Music devices and headphones
- Clothing such as hats, scarves and coats/jackets/hoodies • Jewellery
- Any unauthorised or banned item

Exceptions to the above include materials that are inappropriate or illegal for a child to have, such as a cigarette lighter, smoking/vaping equipment, illegal substances, racist or pornographic material and youth produced sexual imagery. In this instance, materials, including mobile phones, may be seized by the College Safeguarding Team, Pastoral Team or Leadership Team, and the Police or Children's Services may be contacted. It should also be noted that, while confiscation of a mobile phone is legitimate if reasonable and appropriate to do so, searching through a phone or accessing text messages without the student's permission is not.

In some circumstances it may be reasonable for a member of staff to ask a student to reveal a message for the purpose of establishing whether cyber-bullying has occurred for instance, but if the student refuses then the member of staff should not enforce the instruction. The member of staff can then refer the issue to a senior member of staff who may, if appropriate, involve the Police.

## Searching

The Education Act 2011 grants authorised College staff the power to search. Authorised college staff can search a student for any item if the student agrees. The ability to give consent may be influenced by the child's age or other factors.

The Principal and staff authorised by the Principal, including the Safeguarding Team, have statutory power to search a student or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

knives or weapons

- alcohol
- illegal drugs and psycho-active substances
- stolen items
- tobacco and cigarette papers / e-cigarettes /vapes and vape liquids
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

A student that refuses to cooperate with a search will be treated as any other student who refuses to comply with the College Behaviour Policy, and a sanction will be imposed.

Wherever practically possible, searches will be carried out by a member of staff of the same sex as the student being searched. There must also be a witness (also a staff member) and, again if possible, they should be the same sex as the student being searched. On no account, should any other other adult attempt to carry out a search of a student's property or clothing without permission for any reason. If a member of staff suspects a student they should be referred to those listed above, who then will decide on the most appropriate action to take. Please refer to our **Safeguarding Policy** for more information.

## Use of reasonable force

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact with students. Reasonable force can be used to prevent student from hurting themselves or others, from damaging property, or from causing disorder.

Force is usually used either to 'control' or 'restrain'. This can range from guiding a student to safety by the arm through to more extreme circumstances, such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others.

'Reasonable' in these circumstances means using no more force than is needed.

'Control' means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact, such as leading a student by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention. College staff should always try to avoid acting in a way that might cause injury, but in rare and extreme cases it may not always be possible to avoid injury to the student.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Stoke Damerel currently follows current government guidelines given on the use of reasonable force. ([www.gov.uk/government/publications/use-of-reasonable-force-in-schools](http://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)). The school also provides regular training for staff on MAPA (Management of Actual and Potential Aggression) which teaches management and intervention techniques.

## **Drugs & Alcohol**

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded. All of these rules also apply when travelling to and from College.

Stoke Damerel will not tolerate drug use of any sort on school property or during off-site College activities. Stoke Damerel takes its anti-drugs policy very seriously and will discipline

any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs (see **Drugs and Alcohol Policy**).

### **Medication & Prescription Drugs**

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion. Non-prescription drugs, some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school.

We are aware that it may be necessary for some students to take medication during the day. Parents should make the College aware of this in writing as soon as their child starts taking the medication. It is expected that parents/carers will normally administer medication to their children at home.

No medication will be administered without prior permission from the parents/carers, including written medical authority if the medicine needs to be altered (e.g. crushing of tablets).

A Request to Administer Medication Form must be completed. Staff are not legally required to administer medicines or to supervise a child when taking medicine. This is a voluntary role. (see **Medicines in School Policy**)

### **Smoking**

No student will smoke on the campus of Stoke Damerel Community College or Scott Medical and Healthcare College; on any school visit; or on the way to and from College whilst when wearing the College uniform. If a student smokes or chooses to associate with smokers the consequence will be as outlined below:

- Smoking/associating with smokers/being found in the possession of smoking paraphernalia will lead to a one day internal exclusion. If repeated, this will lead to an external exclusion followed by an internal exclusion upon reintegration.
- Refusal to hand over the smoking paraphernalia when asked to do so could lead to a fixed term exclusion

- All tobacco and related paraphernalia will be destroyed (NB: 'smoking' is defined to include any tobacco based products and also e-cigarette and vaping products).

### **Serious incidents - 'Lines in the Sand'**

There are some lines that we will not tolerate any students crossing. If they do, it is highly likely that they will be permanently excluded from our College. An indicative but non exhaustive list would include:

- Bringing recreational drugs into school
- A weapon of any sort, including pen knives and BB guns
- Persistent bullying
- Persistent disruption of lessons
- A physical assault
- Swearing at the Executive Principal

See **Exclusions Policy**.

## **Section 2: Sanctions**

### **Disruption Free Learning**

Seclusion in our DFL centre will be for five periods of learning, including, where appropriate, break and /or lunchtime, commencing at the time they are placed in DFL. Therefore, if a student is placed in DFL during Period 2, they will return to lessons for Period 3 the following day.

Students are supervised at all times and supported by a staff member and appropriate work set. Lunch will be obtained from the canteen at a time separate from the rest of the school. Learning will continue during DFL in each subject, but in an environment where their learning is not inhibiting others.

All students admitted to DFL will be triaged by the Behaviour Manager, and parents will be notified.

The member of staff who sent the student to the DFL will meet the student between 3.00-3.15pm on the same day for a 'Restorative Conversation' where both the student and staff member can discuss what has led to the removal from the lesson, and what needs to happen next lesson in order for the student to be successful.

All students sent to the DFL will remain until 3.25pm when they will be dismissed.

Failure or refusal to go into the DFL or not following the expectations when in the DFL will result in a one day fixed term exclusion with the day in the DFL to be completed upon their re-admittance to the College.

If, despite periods of seclusion in DFL, a student continues to disrupt the learning of others, a meeting with parents and further sanctions, including Fixed Term Exclusions, may result. Further support or work with the student by the behaviour support team is also important in order to support behaviour change and as a preventative measure. The Behaviour Manager will work with, alongside the students and Year Team, provide advice and guidance to staff on behaviour strategies to support the students bring about positive change in 'conduct' or 'learning' behaviours.

We are mindful that some students, including those with specific additional needs, will require additional support and reasonable adjustment in line with the SEND Code of Practice. The SEND team work very closely with the Behaviour Manager in order to support those students who need it.

## **Detentions**

Detentions are not optional - students have to attend detentions set and we would expect parent/carers to support the school with this important sanction.

The Department for Education cites the following in the 'Behaviour and Discipline in Schools Advice for Headteachers and School Staff' - January 2016 document:

*Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction' (Section 90 and 91 of the Education and Inspections Act 2006).*

- *The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as teaching assistants.*
- *Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.*
- *Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.*
- *Teachers have a power to impose detention outside school hours.*
- *Teachers can confiscate students' property.*

We operate a 'same day' detention system for students who:

- Arrive late to College (after 8.40am)
- Have a uniform infringement
- Do not have all of their expected equipment
- Receive a B2 sanction (Disruption Free Learning)
- Do not follow our behaviour and expectations

These detentions could take place over a break/lunch period or from 3.00pm - 3.25pm. We will attempt, as far as reasonably possible, to notify parents via a text / phone message to inform them of the detention, but will not seek permission.

## Exclusions

A child will be excluded from school only as a last resort as a result of serious violence, unacceptable breaches of our behaviour policy or of the criminal law. A child would be excluded when allowing him/her to remain in school would be detrimental to the education or welfare of the child or others in school.

Serious misbehaviour which may result in exclusion:

- Persistent refusal to carry out reasonable instructions issued by the school staff.
- Persistent disruptive behaviour or disruption to lessons
- Bullying
- Serious physical assault of children or staff.
- Verbal abuse or threats directed at children or school staff.
- Serious or persistent theft.
- Possession or misuse of drugs, alcohol or other illegal/dangerous substances, including tobacco.
- Possession of a weapon or implement that could cause harm.
- Inappropriate behaviour of a sexual nature
- Serious or persistent racial abuse.
- Serious or persistent vandalism on the school site.
- 'Prevent' concerns.

NB: this list is not exhaustive

Other circumstances may arise when the Executive Principal decides it would be appropriate to exclude a child. The school may use exclusion for isolated serious incidents or persistent breaches of the behaviour policy. In all cases, the parents/carers of any excluded child will be fully informed of the reason(s) for exclusion. School will give particular consideration to the fair treatment of students from groups who are vulnerable to exclusion. See our **Exclusion Policy**.

## Persistent offenders

There are a range of interventions/strategies available for students who persistently fail to comply with our behaviour policy. These include:

- Behaviour Mentoring
- Disruption Free Learning Advice and Guidance
- Round-Robin (full-subject)
- Behaviour Support Plan / Behaviour Agreements
- Learning Support
- Counselling
- Mentoring
- Curriculum Adjustments / Reduced Timetable
- Restorative conversations
- Alternative Provision
- Managed Move
- Permanent Exclusion

### **Section 3. Supporting Behaviour**

At Stoke Damerel we will support our students who are experiencing behavioural, emotional or other difficulties that might impact on effective learning. The most effective way of managing behaviour is to praise and reward good behaviour. Where students are having difficulty managing their behaviour various strategies may be employed alongside sanctions and consequences to help them improve, such as early interventions and support.

#### **Disruption Free Learning - Advice and Guidance**

Students that have intermittent visits to DFL could undertake support from the Behaviour Manager, a senior leader or a member of their pastoral team, in order to identify main issues causing the behaviours. Key strategies in order to support learning will then be passed to class teachers in order to help that student meet expectations within that class.

#### **Passport for Learning**

If a student receives three DFL referrals within a term a student will be placed on a Passport for Learning with their pastoral team. This serves a dual purpose of enabling tutors, pastoral teams or senior leaders to monitor behaviour targets and give instant feedback and

encouragement where improvements are evident. Parents will be informed if their child is placed on Passport. These will be taken home for parental signature at the end of the day. Passports are only effective over a short time frame (2 – 3 weeks).

## **Behaviour Support Plan**

If a student's reaches six DFL referrals in a term or they have accumulated over 400 behaviour points, they will be placed on a Behaviour Support Plan. The detailed plan will be drawn up with both the student, parent and a senior leader. The plan will include measurable targets for both short, medium and long term, with clear consequences, sanctions and rewards.

In drawing up the plan the school will:

- review any learning difficulties and put in place a programme of support where necessary.
- consider changes to the teaching programme, classes or sets.
- consider offering specialist support, mentoring, counselling
- consider a placement for a period of time in DFL
- consider referral to an Alternative Provision.
- consider with agreement of the student's parents a Managed Transfer to another school.

The programme will have an automatic time limit, be monitored fortnightly and be reviewed at least half way through its duration. Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset. At the end of the agreed period the Pastoral Support Plan may, according to level of its impact on improving the situation:

- be reduced or removed;
- be continued for a further period with or without amendments;
- or where there has been no improvement at all, there may be a move to permanent exclusion.

## **Contracts**

Where students are unable to recover their behaviour on passport or are displaying persistent disruption, students will be placed on a 'contract' with either the Learning Manager or SMT link with clear realistic achievable targets agreed in a meeting with the student, parents and LM / SMT. These are used over a medium time frame (3 – 4 weeks). The contract will have clear consequences for each target set. The contract is signed by both the student, school and parents.

## **Reasonable Adjustments**

Students who have an Educational Health Care Plan or an identified additional need (s) will also be expected to follow the behaviour policy. However, reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies, when appropriate, will be taken and communicated to all staff.

Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of the Individual Support Plan (ISP). Staff can refer to the SEND register and individual support plans (ISP) for further information. Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the SEND Team or SEND Coordinator.

## **Role of parents / carers**

We pride ourselves on establishing strong working relationship with parents in order to support our young people. We recognise that parents/carers play a big part in ensuring that their children are responsible for their own behaviour when in College.

Parents are expected to ensure:

- their child/children understand and follow our routines
- that their child is on time, appropriately dressed, rested, and equipped for learning
- they encourage their child to adhere to our rules and procedures.

We ask parents to:

work with the us in support of their child's learning, which includes informing the College of any special education needs or personal factors that may result in their child displaying unexpected behaviour.

be prepared to attend meetings with staff or the Principal to discuss their child's behaviour and to adhere to any contracts put in place.

In the case of exclusions, provide appropriate supervision for their child during the time that they are excluded from College, and to attend a reintegration interview at the college.

It is not our policy to discuss the outcome of any sanctions that might apply to other students with students / parents/ carers and visa versa.

## **Reference to other policies**

This policy should be read in conjunction with the following policies:

Exclusions Policy

Drugs and Alcohol Policy

Mobile Phone Policy

Anti-bullying Policy

E-safety Policy

SEND Policy

Safeguarding Policy

Attendance and Punctuality Policy

Uniform Policy

## Section 4: Rewards and Recognition

### The 'Stoke Damerel Six'

Our ethos for all students is clearly set out as our 'Stoke Damerel Six' (see *Appendix A*).

<b>SDCC Six</b>	
<b>Respect</b>	Showing respect to others, showing kindness to others
<b>Responsible</b>	Be a lead learner; leadership roles; be a positive role model
<b>Resilient</b>	Show good effort and perseverance in your learning
<b>Prepared</b>	Bring correct equipment; correct uniform; attendance & punctuality
<b>Professional</b>	Represent the college; school council; act as a role model
<b>Pride</b>	Show pride in your learning, yourself, your friends

### Rewarding Positive Behaviour Schemes

At Stoke Damerel we believe in a praise culture where good behaviour, effort and achievement will be recognised and celebrated wherever possible. Progress and improvement, team work, contributions to our college community or helping others are as commendable and respected as academic achievement. We have a culture where students want to succeed and are proud of their achievements. Our 'reward and recognition system' recognises those students that are 'getting it right' everyday, as well as for those who go 'above and beyond'. Parents/carers will be informed of achievements in a variety of ways and there will be many opportunities to celebrate students' successes throughout the year.

Schemes during the year	Focus
In it to win it	Students with 100% per week receive an entry ticket to the weekly draw to win a prize. They accumulate tickets over the weeks until the end of the cycle where they can win a larger prize.
SDCC6 Bay	KS3 only Students receive a sticker when they get a commendation. For every 10 stickers collected students can visit the College Shop (SDCC Bay) and trade it in for a prize. For every line they can choose a prize and for every full card completed students can either bank the card or exchange for a bigger prize.
Getting it right every day! postcards	Postcards and stickers to students who are getting it right in every lesson and on time.
Commendation reward certificates	Students who receive the designated number of points for Bronze, Silver, Gold and Platinum.
Student of the Week	Students are nominated each week, and receive a Principal Award or Learning Manager Award. These are nominated by staff. Selection will be based upon the values of the Stoke Damerel 6 and will recognise students commitment to them. Those selected will receive a certificate in assembly and home will be contacted.
Effort Board	Top 100 students each cycle are named on the Effort Wall in The Street, based on Effort, Attendance, Homework and Behaviour.
Best Work	Staff nominate students for Best Work weekly.



## **Appendix**

### **Appendix A: The Stoke Damerel Six**

The purpose of the 'Stoke Damerel Six' is to establish a code of conduct which students have contributed to, discussed and agreed. At the start of the academic year in September, Tutors and Pastoral Teams will share the Stoke Damerel Six with students and will make further reference to it at appropriate points in assemblies and tutor time. The Stoke Damerel Six is visible in all areas of the College to remind students of our expectations.

**Stoke Damerel Six**

**RESPECT**

- Respect each other
- Be kind, treat others how you want to be treated
- Respect yourself

**RESPONSIBLE**

- Take responsibility for your learning and behaviour
  - Try to be a leader
- Be a positive role model

**RESILIENT**

- Commit to your learning
  - Try your best
- And try again and again

**PREPARED**

- Be prepared and ready to learn
- Be here, be on time and bring everything you need for learning
- Take part in your learning and your school

**PROFESSIONAL**

- Be polite
  - Be welcoming to all members of our College
- Smile and be friendly

**PRIDE**

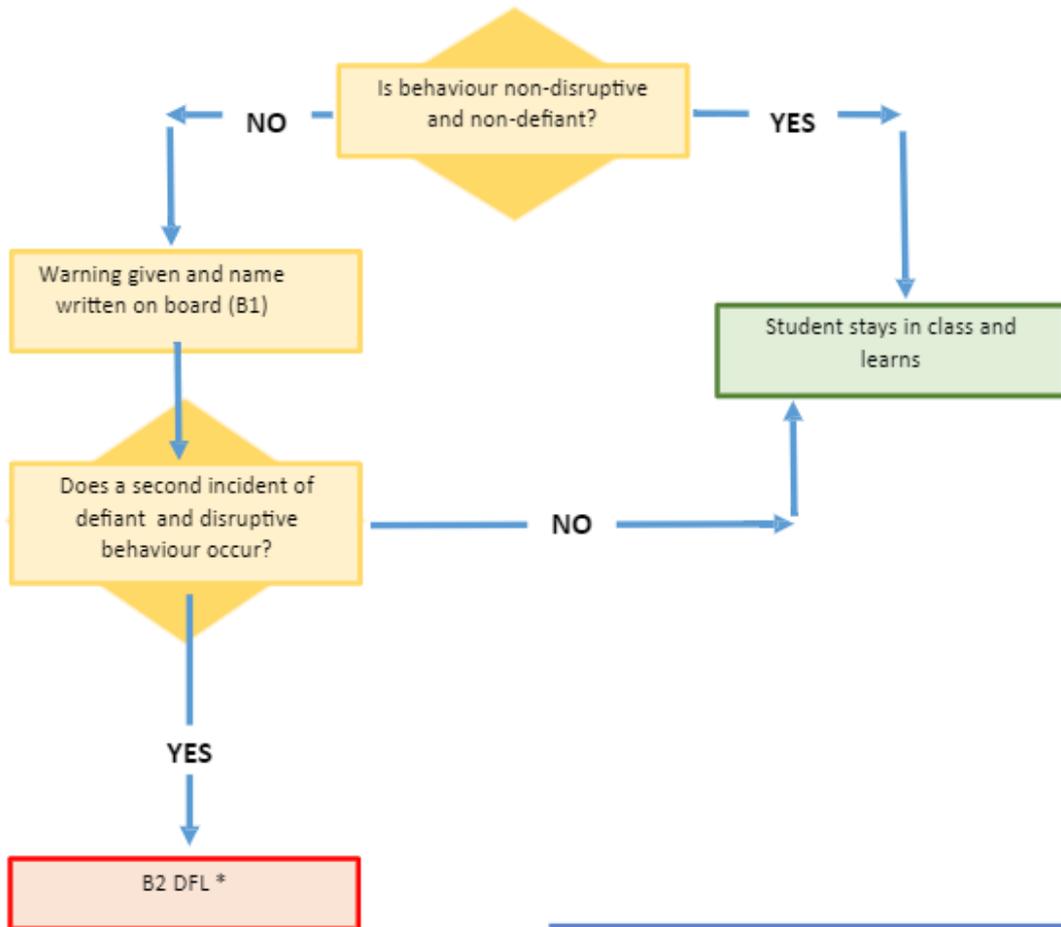
- Be proud to learn; proud of your work
- Wear your Stoke Damerel uniform with pride
  - Be proud of yourself

**Appendix B - Sanction System B1 - B4**

# Disruption Free Learning

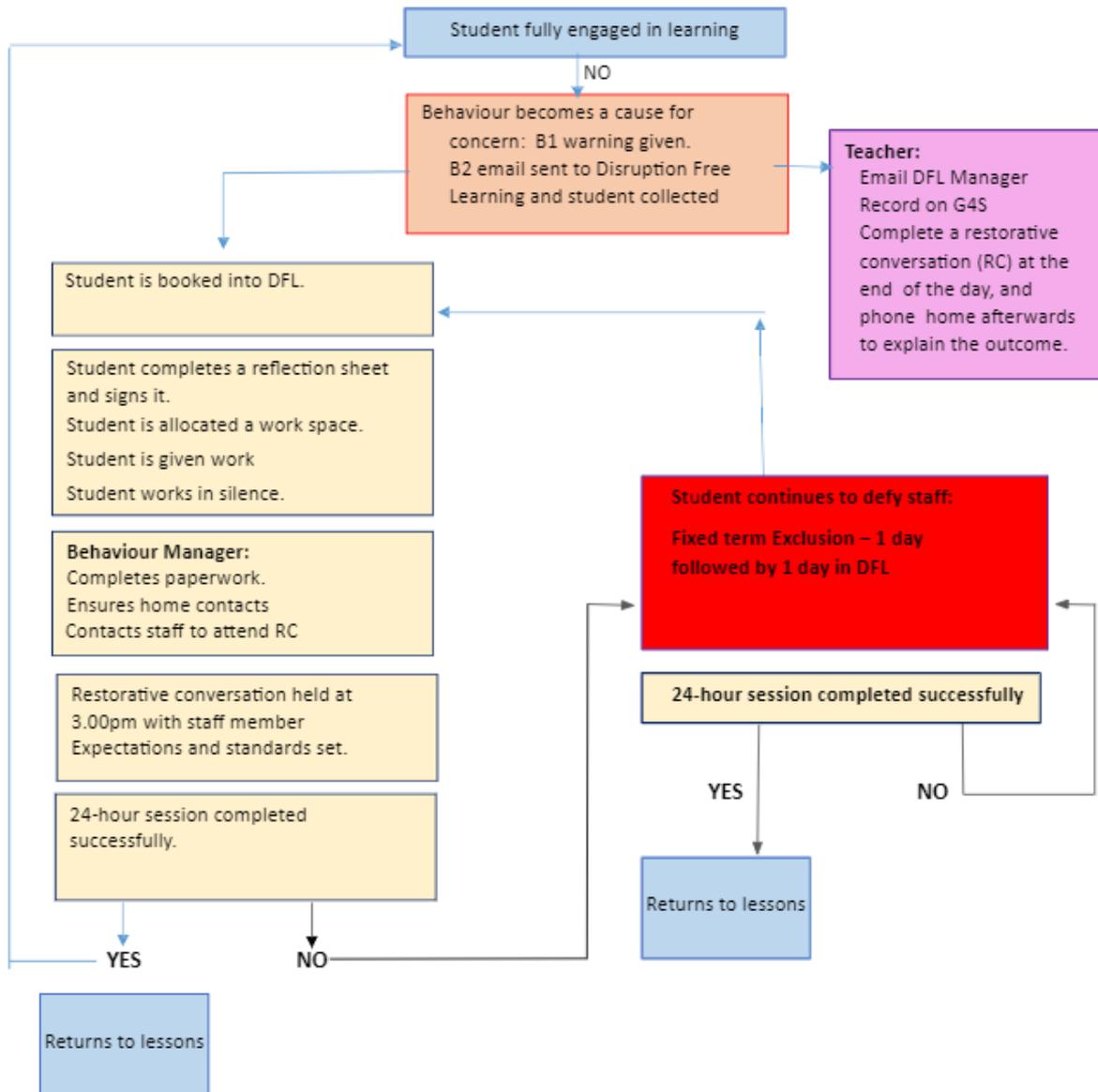
<b>B1</b>	<b>Warning</b>
<b>B2</b>	<b>Removal to DFL</b>
<b>B3</b>	<b>Significant Behaviour Issue</b>
<b>B4</b>	<b>Serious Incident</b>

### Disruption Free Learning Flowchart 1



\*Those students who have an Educational Health Care Plan or identified additional need will follow their 'reasonable adjustment plan'

## Referral Flowchart 2



### Referral Flowchart 3

