

**“The Sidmouth College Way”**

Behaviour for Learning  
Booklet

Believe Inspire Succeed

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## Introduction

**“Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place preventative action is most effective, but where this fails, Colleges must have clear, firm and intelligent strategies in place to help pupils manage their behaviour.”**

**Learning Behaviour Review, Sir Alan Steer  
April 2009**

At Sidmouth College we operate a Positive Behaviour Policy. We emphasise that all students have a right to learn, that teachers have a right to teach and that everybody has a right to be treated with dignity and respect.

If students are to meet our expectations, they need to know explicitly and clearly what our expectations are. They also need to know that our expectations are collegiate and consistent.

### **The Sidmouth College Way**

1. Be ready to learn
2. Enable others to learn
3. Treat others and our environment with respect
4. Work to the best of your ability
5. Fulfil your responsibilities to the College and community

## Rationale

We are clear and explicit with students about the consequences of their actions and we encourage students to take responsibility for their own behaviour by guiding them in making the right choices. This process is based on the principle of restorative justice/mediation. This means working together as a College community to model, promote and maintain high standards of behaviour.

## Aims:

Our vision at Sidmouth College is:

1. That every member of the College community (students, staff, parents and governors) is aware of the agreed expectations with regard to behaviour and discipline which are held at Sidmouth College.
2. To encourage the development of self-discipline, respect and consideration for others as a central part of each individual's personal development.
3. To secure a well-ordered teaching, learning and working environment for all students and staff, through the application of positive behaviour management strategies and appropriate curriculum.
4. That students will not always behave appropriately and some will need more support than others in order for them to manage their behaviour. Through monitoring behaviour we will endeavour to identify reasons, including 'Every Child Matters agenda' and give students/families the support they need to make changes including referrals and sign posting to other outside agencies.
5. To apply sanctions, including detentions (lunchtime and after College), isolations, exclusions, and governors' disciplinary procedures, where necessary in order to ensure that teaching and learning can proceed in a safe and respectful environment. (Appendix 1 Governors Disciplinary Procedures; Appendix 2 Exclusion Procedures.)

## Objectives:

1. To take account of College and DfE guidance when planning behaviour strategies.
2. To actively encourage the quality of all relationships within the College, and to encourage the use of mentoring, coaching and mediation to support this.
3. To create a positive ethos, based on good communication, praise and reward, in order to make a major contribution to standards of behaviour.
4. To ensure that key parts of the policy, including the 'Sidmouth College Way', Praise Ladder, Consequence Ladder and Home/School agreement, are printed in the planner.
5. To ensure all students and staff are respected as people, valued equally and treated as individuals.
6. To promote the modelling of good behaviour by staff and their recognition of the importance of consistent behaviour management.
7. To encourage all staff to work together to improve practice in relation to student behaviour management given the challenge that this can represent even to the most senior or experienced members of staff.
8. To adopt a Team approach in which line managers always support staff in dealing with inappropriate challenging behaviour and staff offer mutual support in resolving conflict situations that arise.
9. To ensure that expectations of behaviour are clearly stated and realistic and that discipline and control are fairly and consistently applied.
10. To celebrate achievement and ensure that positive consequences are used as a key promotion of good behaviour.
11. To ensure support, when required, through the Inclusion Team and the Colleges Student development Department
12. To ensure that when disciplinary sanctions (consequences, detentions, isolations, exclusions and Governors Disciplinary Procedures) are required they are proportionate and, as far as possible, related to the inappropriate behaviour.
13. To organise the collection of data on behaviour and make use of this data to support further developments in behaviour policy and management
14. To revisit behaviour management during In Service Training days and include training in behaviour management within the induction programmes for new staff.

## Responsibility of parents/carers:

1. Parents are asked to sign the Home–School Agreement in relation to their child/children.
2. Key elements of this policy are included in the information for new parents given out when a child joins the College.
3. Parents are also reminded of parts of the Policy, which are of relevance to their child/children, as the occasion arises.

## Monitoring:

The Governors Learning and Standards sub-committee is responsible for receiving regular updates on behaviour and formally reviews the operation of the Behaviour Policy annually. It then reports annually to the Full Governing Body. This report includes information on Fixed Term Exclusions and Permanent Exclusions as well as the views of students, students, parents and staff.

Approved Date:

Renewal Date:

## Appendix 1

## **Governors' Disciplinary Procedure**

The very great majorities of students at Sidmouth College either behave well or respond properly to any guidance or instruction given by teachers. For many students we see an improvement in behaviour and not deterioration. However, there is a small minority of students throughout the College who, despite all the efforts of the staff, and despite a range of punishments or sanctions, fails to respond and continues to cause difficulties. For these students, and for those guilty of very serious incidents, we have a Governors' Disciplinary Procedure.

This procedure is common across schools nationally. It has a series of levels through which students who repeatedly misbehave may pass, and which may lead ultimately to permanent exclusion (expulsion) from the College. The following describes the procedure in some detail. (A summary version is provided on every occasion when a student either moves up or down the levels.)

### **Levels**

#### **Level 0**

Although never referred to, it may be reasonably assumed that all students at the College (excluding those on the procedure below) are on Level 0.

#### **Level 1**

This is the point at which the College believes it is necessary to inform parents that the behaviour of their son or daughter is beyond that which is acceptable. This will happen when the number of incidents (or seriousness of any one incident – see below) is such that we are deeply concerned both about the educational progress of the student and the effect on others. Level 1 will normally follow a number of interventions by the College.

#### **Level 2**

This is a significant level, and is the point at which we formally inform the Local Education Authority (Devon) that a student at the College is causing so much behavioural difficulty that if there is no improvement the student could be heading towards permanent exclusion. At this level the student can be referred to the SHACKE (Devon Inclusion) Panel for discussion, with parental permission, about outside interventions or alternative provision.

#### **Level 3**

This is the level at which the governors may become formally involved. Any student being placed on Level 3 will normally be temporarily excluded from College for up to 5 days. The student and parent(s) will then, after the 5 days, come into College for a reintegration meeting. The student and parent(s) must attend a level 3 exclusion meeting with a panel of governors or members of the Leadership team and must convince both parties of the student's full commitment to behave and to improve. At this level alternative provision can be sought through the SHACKE Panel, or other alternative provision made.

Such provision may include a reduced timetable organised and reviewed as part of an individual Pastoral Support Plan.

#### **Level 4**

This is the level at which permanent exclusion (expulsion) is instigated. The College Principal makes the decision, which is then considered at a meeting of the Governors' Discipline Committee, attended by a representative of the Local Education Authority in an advisory capacity. The student and the parents/carers are invited to attend the meeting and represent their views. A friend may accompany them, and an Education Welfare Officer is there to advise and support the family. The Principal, and other staff if considered appropriate, present the College's case for exclusion. The Discipline Committee has the power to ratify the Principal's decision or to reinstate the student. An appeal may be made to an Independent Appeals Panel established by the Local Education Authority.

## **Sidmouth College Inclusion Phases and Pre Levels**

At Sidmouth College we have a further refinement to the system, which incorporates Inclusion Phases and pre levels. These may be seen as 'final warning' stages when the opportunity is being given for the student, supported by both their parents and the College, to make an immediate improvement and avoid going formally on to the next Governor's level/Inclusion Phase. Inclusion Phases and Pre levels should still be regarded as an integral part of this policy.

### **Serious Incidents**

While the system of Levels normally anticipates a progression from Pre Level 1 through to Level 4, this may not necessarily happen. Some incidents can be so serious that a decision will be made to jump several levels, and this can include going straight to Level 4, Permanent Exclusion (e.g. bringing drugs on to the College site).

### **Exclusions (temporary fixed term or permanent)**

Moving on to a Pre Level or Level may also be accompanied by exclusion from College. Where a student is excluded, the parents have the legal right to make representations to the governors regarding any exclusion, and this is explained in the letter that records the exclusion. There is no right to make representations regarding levels.

### **Sidmouth College - Governors' Disciplinary Procedure**

#### **Summary**

Level 1: Formal notification to parents that their son/daughter is behaving unacceptably.

Level 2: Formal referral to the Governing Body; a students are normally temporarily excluded and on return to College make a satisfactory commitment to the Principal, governors and/or Leadership Team.

Level 3: Formal notification to Devon LA that a student is in risk of permanent exclusion

Level 4: Permanent exclusion.

Pre Levels: A final warning stage, which exists before movement on to any of the four levels.

Movement on to the levels may be as a progression or in response to specific serious incidents.

## **Appendix 2 Exclusion Procedures**

These procedures follow advice from Devon authority and comply with the requirements set out in the 1997 Education Act and the statutory guidance proposals in place by September 2012.

### **Only the Principal can exclude students.**

Students will not be sent home without the approval of the Principal or, in their absence, the designated Deputy.

### **Types of Exclusion**

Internal Exclusion – when a student is kept in isolation for up to 5 days in College, continuing with their schoolwork where possible.

External Exclusion - when a student is sent home for up to 5 days with work to complete and on returning to College has a reintegration meeting.

Permanent Exclusion - on the rare occasions when the incident is so serious it would be severely detrimental to the education welfare of the student, or of others, if the student were to remain at the College.

### **Reasons for Exclusions**

Behaviour that may lead to Exclusion includes:

1. actual or threatened physical violence
2. seriously disruptive behaviour which interferes with the learning opportunities of others
3. conduct which might endanger others
4. illegal activities including theft, banned substances, or possession of offensive weapons
5. racial abuse or harassment
6. harassment, intimidation, verbal or sexual abuse
7. vandalism.

### **Protocols**

1. Exclusions are normally considered only after incidents have been investigated and the standard of proof that applies is that it is deemed probable that the student did what is alleged.
2. Only if there is an immediate threat to the safety of others or of the student concerned will immediate exclusion take place before investigation.
3. Parents/Carers are contacted immediately, ideally by phone, and if available are asked to arrange for the collection and supervision of the student. The student's welfare is the prime concern.
4. The Pastoral and Inclusion Teams liaise with subject teachers and arrange work to be done at home from the first day of exclusion; alternatively an exclusion work booklet is given for appropriate Year group.
5. No Child in Care (CiC) can be excluded from College without prior discussion with the Local Authority, as suitable provision needs to be found elsewhere from the first day by the LA; the Designated teacher coordinates this.
6. All exclusion cases are treated in the strictest confidence. Only those who need to know the details of exclusion are informed.
7. On the student's return to College after exclusion parents are requested to attend a readmission meeting to discuss their child's conduct and find ways forward.  
If parents cannot attend the meeting it will still go ahead with the student; there will be a record of the parents' non-attendance and the reason given.
8. There is a legal limit of 45 days exclusion per student in a College year.
9. If a student has already had 15 days exclusion in one term and then has another exclusion in the same term the Principal must inform the Governors.
10. Parents have the right to make representations to the Governing Body about any exclusion.

## PROCEDURES AND FRAMEWORKS

We must refer to “The Sidmouth College Way” when we are managing students’ behaviour. These are the five **key expectations** we have of students within the College and wider community. The **Behaviour for Learning Frameworks**, both Positive and Negative, are based on these ideals.

We emphasise and focus on the rights that are affected, not just our personal feelings or status as a teacher. We bring students’ attention to how their behaviour affects others by holding restorative meetings and conversations.

### Positive Behaviour Framework

We use praise, rewards and awards to promote, teach and support positive behaviour and to recognise achievement. This shows students that we value learning and effort and helps to promote a positive classroom climate and build good relations. The Positive Behaviour Framework describes the range of rewards that students may earn. This is based on a points system, and operates through the use of our rewards system, where students collect points and are rewarded when they reach certain milestones throughout the academic year. These points are awarded via our online Rewards system – Epraise.

The Framework supports ‘The Sidmouth College Way’ in outlining the impact of positive actions. It also describes the incentives offered for achievement, attendance and displaying a positive and proactive attitude.

### Negative Behaviour Framework

The Negative Behaviour Framework describes the links between negative actions and restorative options for dealing effectively with those actions. By providing students with clarity and certainty, we encourage students to take responsibility for their own behaviour. This is also based on a points system within SIMS Behaviour Log. In some extreme instances students may have points deducted from their overall Praise tally (linked to the Positive Behaviour Framework). This framework ensures that we reward students who consistently meet our expectations in “The Sidmouth College Way”.

If a student is causing concern, the following actions should be taken, in sequence:

1. Remind the student of ‘The Sidmouth College Way’. This is displayed clearly in every classroom.
2. Clarify expectations and use the positive classroom management tips in this policy (Page 24-28) and ideas in the suite of Learning materials (found in the Learning & Teaching Toolkit folder - H Drive).
3. Use the language of choice and the common language script to remind the student of the consequences of his/her actions (Page 26-27).
4. Be clear that a sanction will be issued if behaviour does not improve and give the student time and space to consider. A student may be handed the ‘Time to Change’ card to help him/her think about their behaviour and the negative impact this is having on others (Page 19).
5. Issue the appropriate sanction if behaviour has not changed (Page 13-14). Record the sanction within the students Behaviour Log on SIMS.
6. If a student’s behaviour persists or prevents others from learning, he/she may be withdrawn from the lesson and asked to work in another classroom – the Department Parking System. Department Leaders and Subject Leaders will ensure a Parking timetable is in place, involving all members of the Department with the exception of NQT’s.

### The Positive Behaviour Framework

At Sidmouth College we acknowledge the importance of praise and reward and seek to promote and reinforce our positive expectation of students at any given and relevant opportunity.

We recognise that our students thrive on praise, the satisfaction linked to success and the impact recognition brings. Praise rewards the deserving, can inspire those who from time to time may be struggling and can motivate those who may be disengaged. Finding ways to praise and reward must be at the heart of our values and purpose.

The Positive Behaviour Framework and its associated praise systems all originate from the **5 Key Expectations** of The Sidmouth College Way. These are:

- Be ready to learn
- Work to the best of your ability
- Enable others to learn
- Treat others and our environment with respect
- Fulfil your responsibilities to College and community

We must praise and reward whenever possible:

- Formally or informally
- Publicly or discretely
- Regularly
- Consistently
- Sincerely

We must ensure that students of all ability levels and in areas across the College can benefit from the College's Positive Behaviour Framework and that there is consistent application of policy across subjects, Faculties, tutor groups, Years and from teacher to teacher. All department and Pastoral staff should develop a Praise and Rewards Guide that describes in more detail what will be rewarded at class and tutor group level. Heads of Department and Heads of Year will have a responsibility in ensuring that these policies are consistently delivered and should make use of their associated leadership and line management structures to ensure that this is effective and efficient.

Rewards must be given sincerely and fairly as a means of acknowledging an effort, achievement or action that is above and beyond the norm. Rewards must never be given as a 'bribery' (rewarding students for doing what should be expected of them normally) as this will undermine the Positive Behaviour Framework processes and may serve to promote a behaviour that we would not wish to see in Sidmouth College.

As a standard part of every lesson, we look for ways to find students doing well and following The Sidmouth College Way – and praise them for it. The learning ethos and atmosphere around the College must always be in favour of the positive.

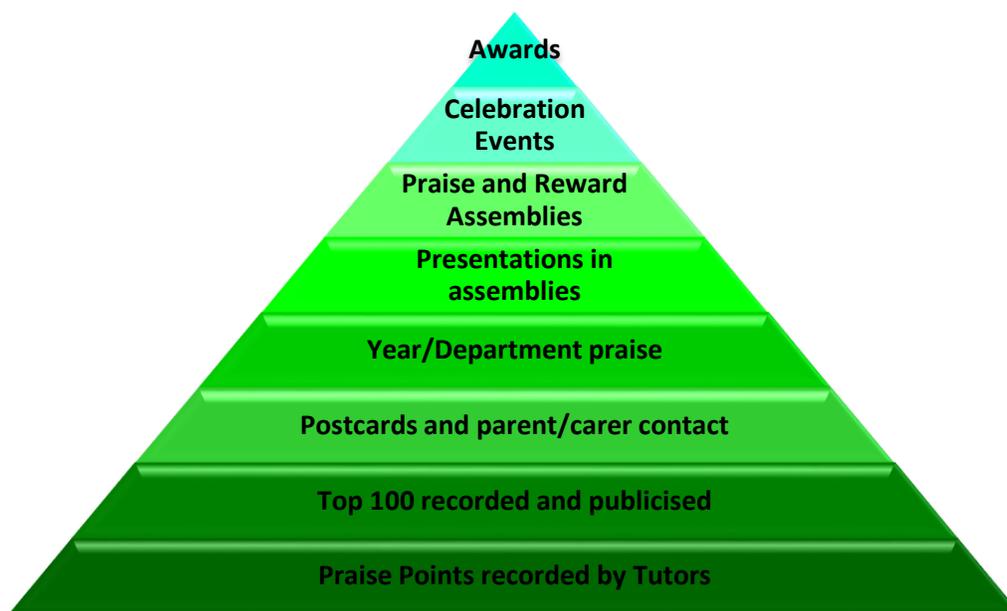
### **The Praise Ladder + Praise Points (P1-4)**

The Praise Ladder forms the central spine of our rewards system and is securely linked to “The Sidmouth College Way”. Praise Points (P1-4) can be awarded by any member of the teaching or non-teaching staff.

Every member of teaching staff is expected to award Praise points regularly within their lessons or tutorial sessions. TA’s and HLTA’s can award points to the individual students or student groups they support. This should be done as part of the lesson, and where appropriate, the teacher should award the praise publicly (I’m giving a P1 to ..... because .....) thus underlining positive aspects of the College Behaviour Framework.

Students are encouraged to set themselves high personal targets around the Praise Ladder and the collection of Praise Points. The Praise Points will also feed into Department, Tutor Group and Year structures in order to capitalise on and engender collective group spirit.

A variety of forms of Praise and Reward are used within the Positive Behaviour Framework at Sidmouth College, some examples of these are:-



**IMPORTANT: Record all incidents and referrals using SIMS.net. Please refer to your Head of Department/Head of Year for information and advice on how to do this.**

## **Negative Behaviour Options and Sanctions**

The Negative Behaviour Framework is based on a variety of compulsory and optional additional sanctions to use as appropriate. The severity of the sanction is in proportion with the negative behaviour displayed.

### **Compulsory:**

#### **C1-C4: Restorative Meeting (All Staff)**

Students will have an arranged meeting (between 2-15 minutes) with their teacher outside the normal lesson time to discuss their behaviour. It is the responsibility of the subject teacher to coordinate and organise the restorative meeting. This is a conversation to restore positive behaviours based on the principles and advice outlined in this document. This meeting can be student to teacher, student to student or a wider group based on the circumstances of what happened. If necessary, seek further support from your Department leadership team.

#### **C1—C4: Points (All Staff)**

Teacher will record C1-4 incidents on SIMS at the time of the incident. (Rarely but occasionally, students may have points deducted from their overall points tally if, due to the severity of the negative behaviour, it is deemed appropriate, C1—C4).

### **Other Non Compulsory Options:**

In the majority of cases, the compulsory sanctions outlined previously will be adequate in seeking a resolution to negative behaviour. However, there may be occasions where these restorative approaches have been tried and have proven to be ineffective, based on the circumstances of the individual student or incident. In these cases, it may be appropriate to implement more traditional sanctions as a last resort. These more traditional sanctions are listed as options in the Negative Behaviour Framework. If they are applied, they need to be actioned and followed up by the member of staff at the relevant stage (C1-C4).

#### **C1: Classroom Community Service (All Staff)**

This can involve helping to collect in books and resources at the end of the lesson. This is a quick and simple sanction that can be applied to deal swiftly with negative behaviour in the classroom.

#### **C2-4: Parents/Carers Contacted (All Staff)**

This can take the form of a note in the student's Planner to explain what has happened. In some circumstances, it may be appropriate for staff to call parents/carers to inform them of negative behaviour. If a parent/carer needs to be contacted, it is important that they are the priority number contact on SIMS. If you are ever in doubt, please contact the student's tutor who can advise. When holding conversations about a student's behaviour it is important to discuss strategies for improvements. Please use the 'Parents Script' (Page 15) as a guide when calling home.

#### **C2-4: Sidmouth College Inclusion Phases (Tutors/Heads of Year/Heads of Department/SLT)**

If a student's behaviour is causing a general concern, he/she may be placed onto the Sidmouth College Inclusion Phases. Being placed on a Phase is achieved using a curriculum referral process.

This means that a student is placed on the phases at whichever level is appropriate. Students on the Sidmouth College Inclusion Phases are monitored at each level through reports (Learning Support Card), provided with a programme of intervention and set targets to support them in making positive changes to their behaviour. (Personal Learning Plan).

**C3: Student Behaviour Support Panel (Student Leads/Tutors/Heads of Year)**

In some cases, it may be appropriate for the Year teams to put a student forward for the Student Behaviour Support Panel. This involves student representatives from the relevant Year meeting with the student and holding a conference to seek solutions to negative behaviour. Full training for this is given to “Year Student Leader” in holding behaviour conferences and the Heads of Year are responsible for ensuring high standards are maintained in these meetings. There must be a panel of 3 students for the conference, ideally with a range of different gender representatives present.

**C3: Behaviour Contract (Subject staff/Tutors/Heads of Dept/Heads of Yr/Line Managers)**

It may be appropriate to use Behaviour Contracts. The purposes of these are to remind students of the expectations outlined in the Home/School Agreement and to have a guarantee of improvements in behaviour.

**C3: Community Service (Tutors/Assist. Heads of Department/Heads of Year/SLT)**

This involves students being assigned to the Department/Year Team or members of the Leadership team for an hour to complete community service.

**C3: Whole College Detention (Extended SLT/SLT)**

This is run on Wednesday nights each week from 3.30pm—4.30pm. This is run on a rota system by members of SLT and Extended SLT.

**C3-C4: Alternative Day Provision (Pastoral and Inclusion team)**

This is a daily withdrawal system for students whose behaviour has been detrimental to the College community and negatively impacted on others. Alternative Day provision should routinely involve a later start time and an early or late finish with lunch and break times scheduled at different times from the normal College day. The Alternative Day is an alternative to Fixed Term Exclusion and should be used in cases that do not meet the thresholds for exclusion but where a punitive sanction is necessary.

**C4: Fixed Term Exclusion (SLT/Principal)**

The College does not take the exclusion of students lightly and will always seek to solve behaviour issues with individuals within the frameworks and strategies outlined in this document. In some cases, it may be necessary to action a Fixed Term Exclusion due to the severity of circumstances of a particular case.

**C4: Disciplinary Panel Meeting (Heads of Year/Pastoral and Inclusion team/SLT)**

In some cases, it may be appropriate for the a student to appear at a Disciplinary Panel meeting as part of his/her re-entry to College following a fixed term exclusion. This is usually applied when a student has had a lengthy exclusion or has had a significant number of days of fixed term exclusions within the academic year.

# The Sidmouth College Way'

## Be ready to learn

- Have the right equipment
- Wear the correct uniform in the correct way
- Be on time to lessons
- Settle quickly on entering a classroom
- Sit in your seating plan
- Follow instructions

## Enable others to learn

- Be patient with others
- Listen to others
- Respect people's personal space and property
- Take your turn

## Treat others and the environment with respect

- Only eat in the designated places
- Do not drop litter
- Remember that manners matter
- Make sure others feel safe around you
- Speak to others as you would like to be spoken to
- Be a good role model to others

## Work to the best of your ability

- Show a positive attitude
- Be organised
- Use your planner effectively
- Play your part in College life

## Fulfil your responsibilities

- Listen to adults and other students
- Respect each other and peoples feelings
- Make the College a safe place
- Remember that you are responsible for your own actions
- Follow the 'Sidmouth College Way'

Action	Points	Positive Student Action	Celebration	Staff Action
<b>P1</b> You	+1 Pts	<p><b>Working well for yourself.</b></p> <p>Good contribution to your own learning. Improvement in your learning.</p>	<p><b>Points recorded by....</b> Ongoing celebration of reaching Sidmouth College milestones (20-100 points):</p> <p><b>20 Points</b></p> <ul style="list-style-type: none"> <li>• Bronze Praise Certificate</li> <li>• Choice of reward...</li> </ul>	<p><b>You action it!</b> Individual staff use EPraise to record points and note down the positive action by the student/groups of students.</p>
<b>P2</b> Others	+2 Pts	<p><b>Being a good role model to others</b></p> <p>Excellent contribution to learning. Special consideration given to others. Respect shown for others/ environment.</p>	<p><b>40 Points</b></p> <ul style="list-style-type: none"> <li>• Silver Certificate</li> <li>• Choice of Reward...</li> </ul> <p><b>60 Points</b></p> <ul style="list-style-type: none"> <li>• Gold Praise Certificate</li> <li>• Choice of reward...</li> <li>• Entry into end of year activities (if total tally is 60pts)</li> </ul> <p><b>100 Points</b></p> <ul style="list-style-type: none"> <li>• Platinum Praise Certificate</li> <li>• Entered into end of term/year draw (if total tally is 100 pts)</li> </ul>	<p><b>Others will help:</b> All staff log points as before using EPraise. Monthly reports are displayed online as well as on Year and Tutor boards.</p>
<b>P3</b> College	+3 Pts	<p><b><u>Outstanding representative for Sidmouth College:</u></b></p> <p>For consistent effort and outstanding actions which promote the values and ethos of Sidmouth College.</p> <p>‘The Sidmouth College Way’</p>	<ul style="list-style-type: none"> <li>• <i>Points recorded on EPraise.</i></li> <li>• Star Letter to be sent home to celebrate success from every subject area/tutor group.</li> </ul>	<p><b>College Leaders:</b> HoD/HoY/SLT make nominations. HoY to send Star Letters home.</p>
<b>P4</b> Community	+4 Pts	<p><b>Achievement which benefits the College and the wider <u>community:</u></b></p> <p>Excellent attendance (98% +) Top Achievers in Department areas across KS3-5. Community Service Participation in College/community life. Outstanding effort/conduct throughout the year.</p>	<ul style="list-style-type: none"> <li>• <i>Points recorded on EPraise.</i></li> <li>• Nominated pupils and top achievers to be awarded certificates and prizes at Awards Evening and end of year Awards Assembly.</li> </ul>	<p><b>SLT/Community</b> Celebration at annual awards Celebrations and Sidmouth College Awards Assemblies at the end of the academic year.</p>

Action	Points	Negative Student Action	Options	Staff Action
<b>C1</b> You	-1 Pts	<p><b>Not being ready to Learn and affecting your chances of success:</b></p> <p>Actions that students do that affect their own learning i.e. not following basic expectations explained in the 'Sidmouth College Way'.</p>	<p><b>Things that will happen:</b></p> <ul style="list-style-type: none"> <li>• Clear warnings will be given to you so you can correct your behaviour</li> <li>• Meeting with your class teacher/tutor outside the normal lesson time/tutorial (up to 10 minutes)</li> </ul> <p>1 negative point will be recorded on SIMS behaviour log reflecting the severity of your behaviour</p> <p><b>Other options that may be used:</b></p> <ul style="list-style-type: none"> <li>• You may be moved seat</li> <li>• You may be asked to remain behind at the end of the lesson/do community service</li> </ul>	<p><b>You action it!</b></p> <p>Department and Year Staff are responsible for managing discipline issues within their own classroom using 'Sidmouth College Way' strategies.</p> <p>Individual staff use SIMS to record negative behaviour and outcomes.</p>
<b>C2</b> Others	-2 Pts	<p><b>Disrupting the learning of others:</b></p> <p>Actions that students do that affect the learning of others. This includes persistent C1 behaviour</p>	<p><b>Things that will happen:</b></p> <ul style="list-style-type: none"> <li>• Meeting with Subject Teacher/Head of Department or Tutor outside the normal lesson time (up to 20 minutes)</li> <li>• 2 negative points will be recorded on SIMS behaviour log for each incident</li> </ul> <p><b>Other options that may be used:</b></p> <ul style="list-style-type: none"> <li>• Parents/Carers may be contacted</li> <li>• Sidmouth College Inclusion Phases and Report Card</li> </ul>	<p><b>Others will help:</b></p> <p>Refer behaviours in this category to Head of Department/Head of Year or Tutor who will use 'Sidmouth College Way' strategies and decide on the relevant option. Staff making a referral must use SIMS to record reasons for referral and outcomes of strategies tried.</p>
<b>C3</b> College	-3 Pts	<p><b>Anti-Social Behaviours that affect the College/community:</b></p> <p>Actions that students do that affect both the College and wider communities. This includes persistent C2 behaviour.</p>	<p><b>Things that will happen:</b></p> <ul style="list-style-type: none"> <li>• Subject/Department detention.</li> <li>• Department/Year referral</li> <li>• 3 negative points will be recorded on SIMS behaviour log.</li> </ul> <p><b>Other options that may be used:</b></p> <ul style="list-style-type: none"> <li>• Parents/Carers contacted and invited into College.</li> <li>• Disciplinary Panel Meeting.</li> <li>• SC Inclusion Phases and report card.</li> <li>• Referral to other professionals.</li> <li>• 'Alternative Day', Internal Isolation or a Fixed Term Exclusion for repeated C3.</li> </ul>	<p><b>College Leaders will help:</b></p> <p>Refer behaviours in this category to Extended SLT. Staff making a referral must use SIMS to record reasons for referral and outcomes of strategies tried.</p>
<b>C4</b> Community	-4 Pts	<p><b>Anti-Social Behaviours that affect the College/community:</b></p> <p>Actions that students do that affect both the College and wider communities. This includes persistent C3 behaviour.</p>	<p><b>Things that will happen:</b></p> <ul style="list-style-type: none"> <li>• 'Alternative Day' or a Fixed Term Exclusion.</li> <li>• 4 negative points will be recorded on SIMS behaviour log.</li> </ul> <p><b>Other options that may be used:</b></p> <ul style="list-style-type: none"> <li>• Parents/Carers contacted and invited into College.</li> <li>• Governor's Disciplinary Panel Meeting.</li> <li>• SC Inclusion Phases and report card.</li> <li>• Referral to other professionals.</li> </ul>	<p><b>LT/Community</b></p> <p>Behaviours in this category will be dealt with by SLT, Governors and may lead to fixed term/permanent exclusion. Staff making a referral must use SIMS to record reasons for referral and outcomes of strategies tried.</p>

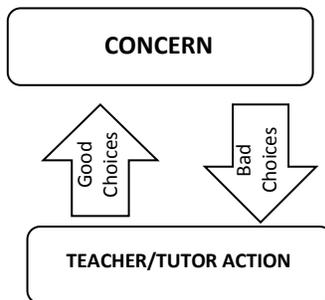
## C1 – C4 What does negative behaviour look like

<b>C1</b> <b>You</b>	<ul style="list-style-type: none"> <li>• Failing to work/follow instructions</li> <li>• Persistent low level disruption</li> <li>• Uniform worn incorrectly</li> <li>• Not having correct equipment</li> <li>• Late for lesson or tutorial</li> <li>• Not having a Student Planner</li> <li>• Running in corridors</li> <li>• Shouting out in class</li> <li>• Inappropriate/rude language within classroom</li> <li>• Eating in class or outside designated areas at break or lunch</li> <li>• Leaving/dropping litter</li> <li>• Disruptive/irritating behaviour, e.g. tapping, throwing, nudging, unfriendly comments</li> </ul>
<b>C2</b> <b>Others</b>	<ul style="list-style-type: none"> <li>• Persistent C1 behaviour or failure to resolve C1 incident</li> <li>• Disrupting the work of others</li> <li>• Misbehaviour in the corridor/outside lessons</li> <li>• Refusal to work or follow instructions/failure to return to learning after time outside</li> <li>• Punctuality/attendance concern</li> <li>• Truancing from a lesson</li> <li>• Lying</li> <li>• Refusing to hand over MP3 player/mobile phone</li> <li>• Abusive language</li> <li>• Argumentative attitude</li> </ul>
<b>C3</b> <b>College</b>	<ul style="list-style-type: none"> <li>• Persistent C2 behaviour or failure to resolve C2 incident</li> <li>• Sent to the Department Parking Room/refusal to return to the teacher.</li> <li>• Smoking</li> <li>• Dangerous Behaviour</li> <li>• Behaviour that contravenes Health &amp; Safety</li> <li>• Confrontational attitude/defiance</li> <li>• Bullying or verbal abuse</li> <li>• External Truancing (evidence of being off site without permission)</li> </ul>
<b>C4</b> <b>Community</b>	<ul style="list-style-type: none"> <li>• Persistent C3 behaviour or failure to resolve C3 incident</li> <li>• Racial or homophobic abuse</li> <li>• Swearing directly at a member of staff</li> <li>• Theft/Vandalism</li> <li>• Violence towards student/adult</li> <li>• Drinking or being in possession of Alcohol</li> <li>• Anti-social behaviour</li> <li>• Downright and consistent refusal to do what is asked</li> <li>• Use /possession of illegal substances/ or any form of weapon or dangerous implement.</li> </ul>

# Sidmouth College Inclusion Phases

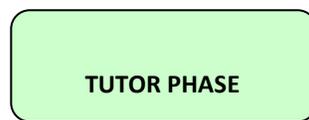
## Why?

- There are some concerns with your behaviour, attendance, general progress or wellbeing.
- It is necessary for your Department teacher /Year Tutor to monitor the situation and work with you and your parents/carers to support your learning and progress



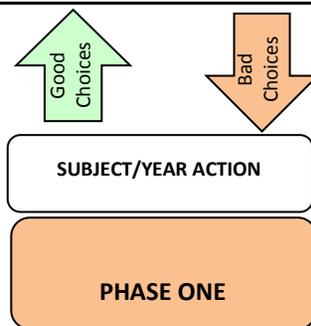
## What happens to support you?

- You will be placed on a Teacher/Tutor 'Learning Support Card' to monitor your progress.
- Your Teacher/Tutor will help you set targets based on discussions with you and your parents/carers.
- You will be asked to reflect on your strengths and areas for development in order to improve. Your progress is reviewed within 6 weeks.



## Why?

- There are general concerns with your behaviour, attendance, general progress or wellbeing despite the support offered to you.
- It is necessary for your Department/Year leaders to monitor the situation and work with you and your parents /carers to support you're learning and progress.

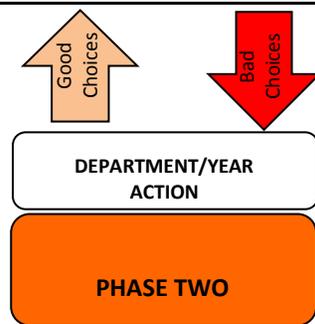


## What happens to support you?

- You will continue to be monitored on a PHASE 1 'Learning Support Card'.
- There will be a meeting between you, the College, and your parents/carers.
- Your needs may be assessed through a Personal Learning Plan (PLP) to provide targeted support for you. Review to take place within 6 weeks.

## Why?

- There are serious concerns with either your behaviour, attendance, general progress or wellbeing despite the support offered to you.
- You have had a fixed term exclusion of between 1-3 days.

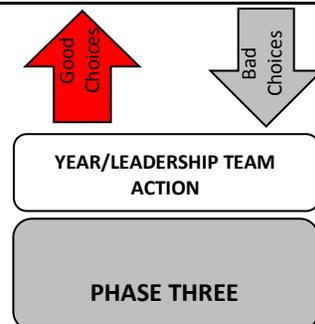


## What happens to support you?

- You will be placed on a PHASE 2 'Learning Support Card' to continue to monitor your progress.
- If not already done at Phase One, your needs will now be assessed through the PLP. Review to take place within 6 weeks.
- You will receive some monitoring visits in your lessons and work with SDD to help you make good choices.

## Why?

- There are serious and significant concerns with either your behaviour, attendance, general progress or wellbeing despite the support offered to you in the previous phases.
- You have had a fixed term exclusion of over 3 days or more than one fixed term exclusion of between 1-3 days.



## What happens to support you?

- Your needs will continue to be assessed through the Pastoral Support Plan (PSP). A review of this will take place within 2 weeks. The plan will run for 16 weeks.
- You will attend a College Disciplinary meeting and Behaviour Support Panel.
- You will need to attend a re-integration meeting.
- You will continue to be monitored.

## Why?

- You have chosen not to engage in the support offered in the previous phases.
- You have not been committed to making positive changes.
- Your conduct is a major concern to the College community.



## What happens?

- You will begin the Inclusion Support Programme (ISP).
- If the ISP is unsuccessful, you will either be permanently excluded or referred to SHACKE.

## The C System of Consequences – Classroom procedures

### First formal verbal warning

Use strategies to redirect student:

- Assertive direction and Positive reinforcement
- Language of choice

“You have now chosen to... this means that you will go on a C1 if you continue to... Thank you”

### Second formal warning

Further engage with the student to redirect and support engagement in the lesson.

Continue positive reinforcement and language of choice.

“You are choosing not to... and are choosing to disrupt the lesson by...you are now on a C1. If you continue you will move to a C2.”  
I need you to.... Thank you.”

**Staff must enter C1 incident onto SIMS**

### Third formal warning

Ask to speak to the student outside of the classroom to avoid an audience and make your expectations and what they need to do clear.

Consider a move of seat.

Language of choice – “If you choose to continue to... you will be on a C3”

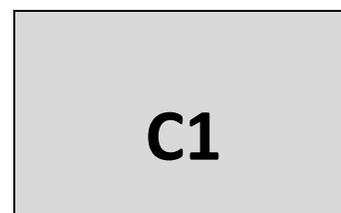
**Staff must enter C2 incident onto SIMS**

Removal from the class to an agreed Department Parking Room

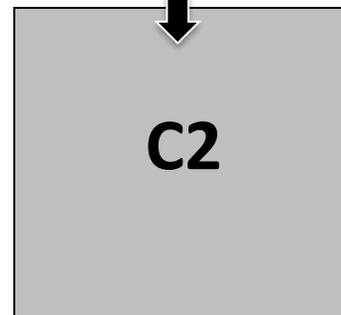
“You have chosen to .... You are now on a C3. You now need to go to....(room). (teachers name) will meet you there as I have mailed your C3 to them.

Refusal to follow this instruction will result in a higher level sanction

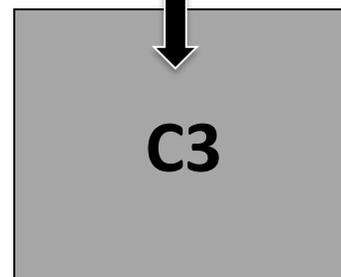
**Staff must enter C3 incident onto SIMS**



Failure to change behaviour



Failure to change behaviour



Failure to work in Department Parking Room



**Email /SIMS message Head of Department/SLT to alert - removal**

Student removed from learning & isolated for the rest of the day.  
Telephone parent/carer to discuss behaviour.  
Student placed on Phase 1 or Phase 2 report depending on  
behaviour log record.

**Department Head/SLT must enter C4 incident onto SIMS + send C4  
letter**

**C4**

# **SIMS & Behaviour**

It is vital to effective behaviour management that we consistently use SIMS to record, monitor and analyse behaviour. The benefits of this system include the fact that everyone can have access to behaviour data, the data can be monitored regularly throughout the course of a day and even during a lesson, and the data supports consistent use of both sanctions and rewards by all staff.

## **Year Tutors & Head of Year**

Tutors should be checking their group data on a daily basis. Please set your SIMS homepage up to provide you with an instant feed. It is expected that any emerging patterns of behaviour are followed and tutors should liaise with Department colleagues. Through liaison, it may be appropriate to monitor individual tutees via a **SIMS based Learning Support Card** and placing the student on the **Tutor Phase**.

HoY should be checking their Year data on a daily basis. SIMS homepages should be set to support a full feed of data for the Year, including learning stage (KS3-KS4) and tutor groups. HoY are responsible, with Heads of Department, for celebrating the achievements of students, consistently leading the Positive and Negative Behaviour Frameworks across the Year and leading intervention, referrals and inclusion phase procedures based upon analysis of SIMS data.

## **Subject teachers**

Subject teachers are required to follow the Positive (P1 – P4) and Negative (C1 – C4) Behaviour Framework and apply this consistently in lessons. Teachers acting as support for other Department colleagues through the Department Parking system must have their SIMS homepage set up to provide instant feed and access to messages. All positive and Negative behaviours must be logged on SIMS in the lesson to ensure support is timely and intervention prompt and effective.

## **Department and Subject leaders**

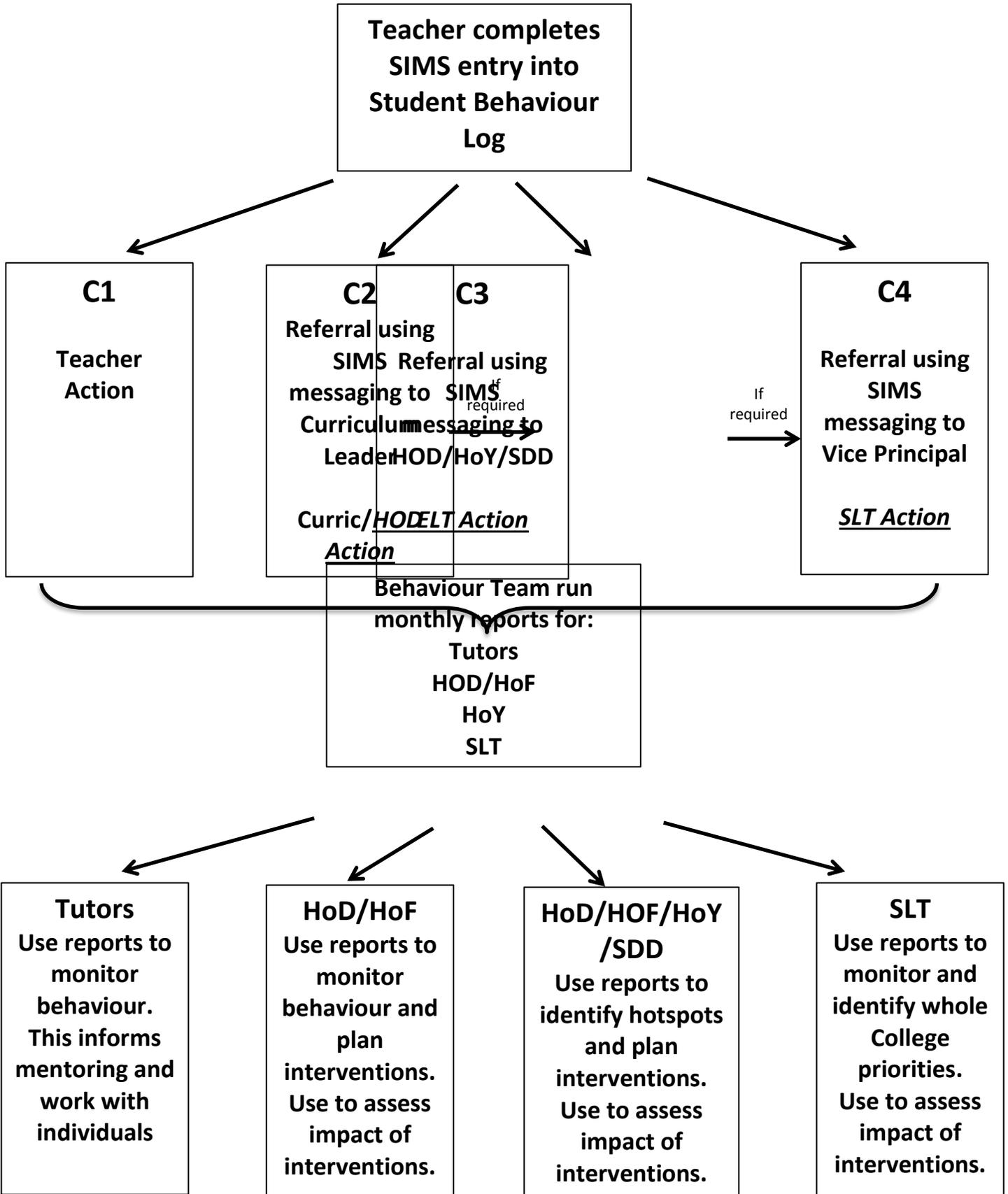
Department and Subject leaders should be reviewing their Department and curriculum data regularly (monthly) via SIMS & SIMS Discover. This information should be used to support conversations within the Department and help highlight issues with particular groups or students. Heads of Department are responsible for overseeing behaviour within their Department area and supporting subject teachers through the Department leadership structure.

Heads of Department are responsible for intervening with students who persist with negative behaviour within their Department. This may include meeting with the student to discuss the issue, placing the student on a College Inclusion Phase and referring students to the Heads of Year and Student Support Team.

## **Student Development Department**

Supporting the Behaviour frameworks within the College is one of the team's responsibilities. Whole College data and data by Year and learning stage (KS3-KS4) will be analysed to inform the need for student intervention and support where appropriate. Department and subject data analysis will inform the need for discussion with Department leaders, meetings with parents/carers and the placement of students onto the College Inclusions Phases.

# Behaviour and SIMS Tracking Routes—Negative Behaviour



# The Sidmouth College Way—Common Language Script & Time to Change Card

The student will be given 3 clear warnings with a clear reason for each warning before being sent outside. The language that we will use with the student is set out below.

“(Name) this is your first warning, and the reason for this is.....”

“(Name) this is your second warning, and the reason for this is.....”

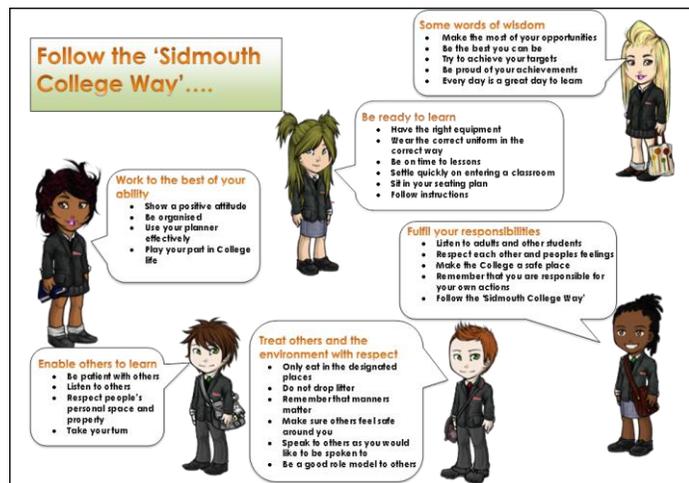
“(Name) this is your third warning, can you stand outside for a few minutes please”.

At this point, the student will be given a ‘Time to Change’ Card to read through while outside. This should prompt the student to reflect on his/her actions in the classroom, which have led to him/her being sent out.

**The student should stand outside for no longer than 3 minutes before being allowed back into the room.**

On his/her return, the student should hand back the card and continue with learning.

If the student continues not to meet expectations he/she should then be sent to the Department Inclusion Room.



## Time To Change

You have been given three clear warnings and been sent out of the classroom. You now have time to think and change.

1. What's happened?
2. What were you thinking at the time?
3. Who has been affected?
4. In what way?
5. What needs to be done to make things right?

# Engaging parents



Sidmouth College does not work in isolation from parents; parental engagement is a powerful lever for raising achievement and improving behaviour. If we work together the gains can be significant.

If a parent isn't aware that their son/daughter has behaved badly in your last few lessons, how can they support you as the teacher? How can they influence their child to behave positively?

It is clear that parents can have the greatest influence upon their children, our students, and one that we cannot underestimate.

## Some guidelines

Firstly - try to make the first contact you have with home, either by phone or letter about a positive not a negative.

- Always phone home when you have had a difficult lesson with a particular student. It might seem like a huge time commitment but the outcome will be beneficial to you.
- Be clear with the parents that it is the behaviour not their child that is the problem, discuss the times when their child was able to behave appropriately and ask parents to consider why they think this is not happening now. We often forget that student's lives are sometimes in turmoil and changes in family circumstances are a frequent underlying causal factor for poor behaviour.
- During these conversations, ensure that you are specific about the types of behaviour that are causing concern - behaviour is a huge thing!
- Inform the parents of the targets that you need their child to work towards - if they know they can reinforce these for you
- Agree on how you will be monitoring progress and feeding this back to them.
- Set a date when you will telephone them to review their child's progress - if improvements are noticeable early on make sure you phone home again to share the positive progress.
- Ask Head of Department or Head of Year to send a letter home if you feel that the student's behaviour has improved significantly or there are further concerns.
- In the case of prolonged negative behaviour, you will need to talk to your Head of Department and agree for the student to be placed on Department report.

## Engaging with Parents Script



It is important that we inform parents and carers of positive as well as any negative behaviour. Our systems allow for us to celebrate achievement publicly and share these successes with all stakeholders.

However, it may be necessary to contact parents/carers directly about concerns with a pupil and his/her unacceptable behaviour. In these instances it is a good idea to have one or two strategies or ideas ready for how you can work together to improve the behaviour of the pupil concerned. Parents will be supportive if they feel that there is a common goal towards improvement rather than just simply calling to inform about an incident.

“

Hello Mr/Mrs... . I am ... (staff name and role).

I am ringing to share a few concerns I/we have regarding \_\_\_\_\_'s progress.

(Student's name) is not making the progress he/she should because...

I'm sure you'll share my/our concerns about...

I know this is not (behaviour) that you would allow in your home...

I/we would like to see an improvement in... (be specific)

I think this could be achievable by.... (suggest your ideas or strategies)

Thank you for your continued support with (student's name)'s behaviour and progress.

It is really important to us that we are able to support each other to help (student's name) make

progress in this aspect of his/her learning/behaviour. •”

If you need to contact parents/carers and you then agree that it would be suitable to arrange a meeting at College, please seek advice from the Tutor, Department leader or the Pastoral team on restorative approaches to this meeting.

Please advise the students Tutor if you are holding a meeting with parents/carers.

# Key Behaviour Support Structures

## Department Parking system

Each Department and their subject areas must devise a Parking timetable for each lesson of the week. Students who choose to disrupt the learning of others, and are placed on C3 as a result, should be managed within the Department areas for the remainder of the taught lesson they were removed from. Staff within the Department should send students persistently disrupting learning and placed on C3 to their Department Parking Room.

The subject teacher issuing the C3 consequence must log the C3 removal on SIMS immediately and message the Parking Room teacher. For students who are removed from a subject more than once in a week the Head of Department should contact home.

## On Call

On Call ensures that a named member of staff is available throughout the day and across the week in order to provide support in the following ways:

- To provide assistance for staff within the classroom should the need arise, e.g student illness, extreme student misbehaviour or class disruption.
- To ensure that students are moving quickly to class for a prompt start to lessons.
- To respond to staff concerns about incidents outside the classroom, for example the sighting of intruders on the College site.

Staff who are On Call have the right to reintegrate students, remove C3 students to Department Inclusion (Parking) Rooms, and remove C3 students persisting in negative behaviour in Department Inclusion Rooms, placing them in isolation.

On Call should only be used for persistent non-compliance, issues of health and safety or real danger to the student or others in the College. It should not be used for minor negative behaviours (C1 – see page 14 for further guidance), the Department behaviour management procedures should be followed fully first. On Call staff should log incidents on a student's SIMS behaviour log as appropriate.

The Sidmouth College Way policy must be followed consistently and On Call should be used responsibly and appropriately to promote positive behaviour and as part of the Sidmouth College behaviour for Learning framework.

## **Detentions**

Teachers have a statutory authority to sanction and discipline students whose behaviour is unacceptable, who fail to follow The Sidmouth College Way and who break College rules or fail to comply with reasonable instructions. Parental consent is not required for detentions, although it is Sidmouth College practice to work with parents and carers to discuss issues regarding the setting of detentions after the end of the College day where there may be a disagreement between the member of staff setting the detention and the student.

Detentions are part of the C's system of consequences. These range from:

- 10 minute subject detention (usually over break or lunch)
- 30 minute subject/Curriculum area detention (lunch, or after College)
- 30 minute Department detention (lunch, or after College)
- 1 hour Department/Year detention (after College)
- 1 hour (plus) LT detention (after College)

These are usually progressive in the seriousness of the consequence. They should be used in a progressive way. For example, if a subject teacher has placed a student on a C3, a 30-minute subject detention should be set. If a student fails to attend this detention, a 1-hour Department detention should be set. For more persistent incidents students may be placed on a Year detention and for more serious incidents students will be placed in a LT detention.

## **Reports**

Reports are used with individual students and groups of students to monitor their progress and/or behaviour. Reports will be target orientated and will focus on specific behaviours, for example organisational skills, specific Department area difficulties, relationships with others. Reports will be monitored daily by the student's tutor, subject teacher, Department/Year leader or the Student Support Team depending on the nature and Phase of the report (See Inclusion Phases – P15).

Any student placed on Phase 2 or higher may be placed on a report to support them in following the Sidmouth College Way and achieving their Learning Plan targets (PLP). Students on Phase 3 or higher or is returning from a fixed term exclusion may be placed on report to support their reintegration.

## **Restorative Justice and Mediation**

This is an intervention aimed at repairing and restoring relationships between a student and a member of staff following a negative behaviour incident (C2 or above). The process requires that the student and teacher meet (possibly with the support of a mediator) to agree specific and targeted behaviours. These will enable the student to learn and behave appropriately and to improve the relationship between the student and the member of staff. Subject leaders should support their teams by having a clear structure for delivering mediation and restorative justice meetings.

## Positive Classroom Management Strategies

### ***Avoidance Strategies***

- Be organised and on time
- Try to have a positive/upbeat start to the lesson.
- Be aware of your tone of voice – calm and requesting without arrogant or condescending.
- Use your initiative, tailoring your actions to individual situations.
- Use students names rather than referring to them in impersonal terms.
- Try to have a sense of humour, be relaxed. (Temper your humour to fit the students taught.)
- Give students a choice or a way out of situations.
- Deal with secondary issues at a later date. Loan a pen to those without, but follow this up after the lesson or as a reminder before the next lesson.

### ***Redirection and Diversionary Strategies***

- Give students responsibility.
- Change the subject/conversation if possible.
- Acknowledge the reason for the conflict but say you will help or sort it out later.
- If appropriate, accept some responsibility for the situation and offer a new start.
- Be aware of the needs of the individuals and where appropriate modify tasks or offer support.
- Bring humour to the situation!
- Talk about how they have successfully dealt with other similar situations.

### ***Defusing Strategies***

- Use a personal touch – “Thanks you’s and well done’s,, use of name or reference to former achievements.
- Offer a dignified way out of conflict.
- Avoid personal comments.
- Remain calm.
- Praise previous good behaviour.
- Remove for a short period of time to another colleague or offer time-out elsewhere. Discuss the incident before re-admission.

- Smile. Be aware of your own body language and how it can impact on behaviour.
- Divert by changing the topic of conflict.

### ***Managing Strategies***

- Allow the student space – a way out, time-out etc.
- Keep conversation impersonal. It's the behaviour, not the student that is the difficulty.
- Don't make impossible demands. This can only inflame confrontation.
- Avoid making threats – state facts and make statements.
- Follow up what you say you will do.
- Avoid physical contact.
- Use the agreed system – Assistant Curriculum Leader, Curriculum Leader, Head of Department, Department Inclusion Room, rota for on-call, Head of Year,
- Try to ensure the safety of others within the group.
- Be aware of individual education plan targets and the needs of individuals in the group.
- Avoid confining a student who is determined to leave – let him/her go and follow it up later.
- Use restraint as a last resort.

## **Techniques for maintaining a Peaceful Classroom**

### **Non-Verbal Signals Reduce Intrusion into the Lesson**

Develop hand signals meaning:

- Stop
- No
- Come
- Go
- Quiet
- Sit down
- Sit properly on the chair
- Sit here
- Sit there
- Listen

## **Focus On Students Making Choices**

Students are more likely to co-operate if they feel that they have some control over themselves and their choices. If we present two choices that are both acceptable to us then students are less likely to make a different and unacceptable choice. Give the student some “Take-up” time.

“Josie, come on in. You can sit here, **or** there.”

## **Reinforcing the structure of The Plan**

This provides reassurance to students that they will be allowed to move to their preferred activity and motivates students to complete current tasks. “When you’ve finished that exercise, then you can use the computer.

## **Pause for Emphasis**

Directions to students can appear vague or jumbled unless their attention is focused. Use a pause and a look to ensure students are concentrating on what you are saying. Do not give too many instructions in one go and check for understanding with those students you know to have difficulty understanding instructions.

## **Direction and Delay**

Students may not feel able to comply with teacher instructions because of peer pressure. There are times when giving the student thinking time after the teacher has disengaged eye contact and possibly moved away helps the student to comply and not lose face with their peers.

## **Label the Behaviour, Not the Student**

When directly confronting inappropriate behaviour, student self-esteem is vulnerable. Express disapproval of behaviour, not of students themselves. Use I statements for example ‘I feel annoyed when you are interrupting me, listen quietly, thanks’ (‘I’ messages) instead of:

“You are an extremely rude boy – shut up” (‘You’ messages, which can be confrontational).

## **Rules to Provide Distance**

Correcting students with direct reference to rules shifts possible resentment away from teachers. Students are encouraged to remember agreements they made to keep the class rules. For example:  
- “Megan, what’s our rule on talking to the group?” “The College rule is...”

## **Assertive Direction and Positive Reinforcement**

Students need clear instructions and are more likely to comply if they are delivered assertively. Assertive instructions also help preserve positive relationships with students.

For example “I need you to move to that seat ..... thank you.”

“I need you to be quiet while I’m speaking..... thanks.”

The use of “Thank you” following the instructions allows teacher to model politeness whilst conveying an expectation that students will comply. Tone of voice makes it clear that this is an instruction, not a request.

## **Broken Record**

A first response to overt non-compliance could be to repeat the assertive statement in a carefully controlled neutral way, possibly up to two or three times. Remember body language – open stance.

## **Partial Agreement**

Students who try to justify their non-compliance are trying to express their own needs that are not compatible with the needs of the teacher or class. Acknowledgement of these needs allows a connection that can stimulate compliance. Follow up with a repeat of the assertive direction.

For example “I know Alex has been helping you with that work but I need you to move to that chair”

## **Tactical Ignoring of Secondary Behaviour**

If the student complies with the direction but does so with ‘attitude’, for example slamming books down on the desk etc, the secondary behaviour can be tactically ignored. The initial objective has been achieved; the student has complied with the teacher instruction. Responding to these behaviours is likely to be confrontational, certainly distracts from the flow of the lesson and can be humiliating for the student, thus damaging the teacher/student relationship.

## **Language of Choice/Consequence**

Persistent or blatant non-compliance with an instruction will require a response which sets limits to student behaviour. Before a consequence is imposed, students should be given an explicit choice, to comply or to accept the consequence.

For example “Sarah, I need you to move to that seat over there now, or you will stay behind after class. Your choice”. Teacher detaches eye contact and moves away giving appropriate take-up time.

# THE 'SIDMOUTH COLLEGE WAY'

- Be ready to Learn
- Enable others to learn
  - Treat others and the environment with respect
  - Work to the best of your ability
- Fulfil your responsibilities to yourself, the College and the community



# Follow the 'Sidmouth College Way'....



## Work to the best of your ability

- Show a positive attitude
- Be organised
- Use your planner effectively
- Play your part in College life



## Enable others to learn

- Be patient with others
- Listen to others
- Respect people's personal space and property
- Take your turn

## Be ready to learn

- Have the right equipment
- Wear the correct uniform in the correct way
- Be on time to lessons
- Settle quickly on entering a classroom
- Sit in your seating plan
- Follow instructions

## Treat others and the environment with respect

- Only eat in the designated places
- Do not drop litter
- Remember that manners matter
- Make sure others feel safe around you
- Speak to others as you would like to be spoken to
- Be a good role model to others

## Some words of wisdom

- Make the most of your opportunities
- Be the best you can be
- Try to achieve your targets
- Be proud of your achievements
- Every day is a great day to learn



## Fulfil your responsibilities

- Listen to adults and other students
- Respect each other and people's feelings
- Make the College a safe place
- Remember that you are responsible for your actions
- Follow the 'Sidmouth College Way'



# Department and Year Support

The diagram below broadly presents the processes that are followed by the Department, Year, Leadership and Student Inclusion teams when a student misbehaves in College. More detail can be found within the relevant section of the Sidmouth College Way B4L Booklet.

