

UTC South Durham

Behaviour Policy



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Approved by	Governing Body
Signed: (Principal) 	Date: 15 July 2022
Signed: (Chair of Governors) 	Date: 15 July 2022

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Responsibility	Principal

1. Statement of principles

1.1 Introduction

The Governing Body has a duty to set the framework for the UTC's Behaviour Policy by providing a written Statement of Principles for student behaviour, taking into account the needs of all students. The Governing Body expects the views of students to be taken into account when the Principal draws up and reviews the UTC's Student Behaviour Policy.

The Governing Body requires that all UTC policies should reflect the highest standards, and this policy, in particular, upholds the expectation that all antisocial behaviour is unacceptable and will not be tolerated. It is acknowledged, however, that problems are likely to have underlying causes of which the UTC should take account, and do all it can to counter.

1.2 The UTC's values

The Governing Body expects the UTC to be a place where students are developing the skills they need for work and where very good behaviour is the norm. The vision, mission and values point towards an institution where students are treated as young adults, take responsibility for their learning and learn to behave professionally. Poor behaviour and the need for sanctions should be rare.



1.3 The responsibilities of the Principal

The Principal has the day-to-day responsibility for setting expectations and maintaining discipline in the UTC. The Principal's role is to determine the detail of the standard of behaviour acceptable to the UTC, to the extent that this has not been determined within this framework by the Governing Body, and then draw up and review periodically a fair and constructive set of UTC rules for student behaviour and provision for enforcing them.

1.4 The principles underpinning UTC rules for student behaviour

The UTC's Governing Body expects all students to behave responsibly and to study hard. The UTC Behaviour Policy should be:

- Be fair and clear to everyone
- Help maximise student learning by creating an atmosphere of positive encouragement for students
- Celebration of diversity in gender, race, creed and ability, by providing quality teaching to raise standards and enhance life choices
- A commitment to developing individual potential and autonomy both inside and outside the classroom, encouraging and supporting students to manage their own behaviours
- Create a safe environment for all members of the UTC community
- Promote the development of workplace skills as a route to ensuring self-discipline and proper regard for authority
- Ensure students' standards of behaviour are appropriate
- Encourage respect for others, and prevent all forms of bullying among students
- Regulate students' behaviour through constant and consistent enforcement by all members of staff

1.5 The principles underpinning rewards and sanctions

The Governors expect that a positive rewards system should operate which will motivate students to study hard and inspire their learning. Rewards should be accessible to all, communicated with parents and be appropriate to our students as professional young adults.

None of the UTC's sanctions for poor behaviour should be degrading or humiliating and they should be applied fairly and consistently.

Where the misbehaviour of students is related to a disability, the Governors expect that the Principal will make reasonable adjustments to sanctions to enable those students to be included within the UTC community. Staff training and appropriate consultation with the Local Authority or other external experts may be appropriate.

2. Behaviour Policy

2.1 Introduction

This policy has been written in conjunction with the statutory requirements from the Education and Inspection Act 2006 through its annual cycle of review.

UTC South Durham has adopted this behaviour policy, based on the principles outlined above, in order to set out the standards and expectations of behaviour of the Governors, industrial partners and the staff at the UTC. We fully expect students in the UTC to conduct themselves in a manner appropriate to that of a professional workplace and have therefore constructed the practices of this to reflect that aim.

The policy applies within the UTC, on journeys associated with the UTC, during visits and placements in partner businesses and on UTC trips.

2.2 Aims of the policy

- We aim to model exemplary professional behaviour to students, parents and all stakeholders in the UTC
- We aim to educate our students about the customs and practices of the professional workplace and teach them the ways in which professionals conduct themselves.
- We aim to provide an environment in which students can excel both academically and socially and are given the environment in which they can feel safe and confident to express themselves
- We aim to promote an ethos in which students are respectful of each other, UTC staff, partner business staff and members of the local community
- Our students will become ambassadors for the UTC and the engineering sector, demonstrating their skills and abilities to everyone that they meet

2.3 Expectations

We expect our students to:

- Conduct themselves in a professional manner whilst at the UTC, whilst travelling to and from the UTC and during all UTC visit and events
- Respond positively to instructions and requests of members of staff, visitors and industrial partners
- Allow all members of the student body to be free to express themselves and have respect for others' individualities
- Report any incident of poor or inappropriate behaviour that they witness to the relevant member of staff at the UTC
- Respect the reputation of UTC South Durham and demonstrate this in the way that they conduct themselves both inside and outside the UTC
- Respect the fabric of the buildings and equipment of the UTC

We know that the best way to promote positive behaviour is to make the student experience, both in lessons and around the UTC, engaging, challenging and positive. The policy will not have an impact on the learning ethos of the UTC unless everyone applies it comprehensively and consistently.

It is recognised that the use of positive reinforcement in all areas of UTC life will result in a positive working atmosphere and that as a result students will feel valued. We aim to build positive working relationships between all students and staff in order to encourage a shared sense of purpose in the UTC.

We believe all pupils should understand that it is the responsibility of staff, pupils and members of the UTC community to uphold and maintain our school values. On occasions when these values are not being respected, we use restorative approaches to help pupils understand the impact of their actions and how to resolve it.

At the heart of the Restorative Approach is the intention to resolve conflict in that occurs between people through a peaceful and fair process in which all parties are heard and respected.

We believe that by using a Restorative Approach we are giving pupils the skills to indecently take responsibly for their behaviour and make more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. If a pupil has been negatively affected by someone we will ensure that each child's right to be heard is respected and the situation is resolved fairly.

Pupils will be encouraged to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

In preparation for their working lives, students need to learn when compliance is important and when challenging the rules and norms of an organisation might be appropriate. Constructive challenge, if done in the right way, will be encouraged and the distinction between that and defiance/non-compliance will be made clear. The views of students and parents will be sought through regular surveys and other methods of gaining feedback.

It is also recognised that poor behaviour may be as a result of the needs of student not being fully met. All instances of poor behaviour will therefore be challenged and investigated to ensure that the root cause of this behaviour is identified and addressed. We recognise that confrontation is rarely an appropriate strategy to address poor behaviour and will actively discourage it, using a restorative approach instead.

2.4.1 Rewarding good behaviour

The reward of good behaviour (and completion of good quality work) should be a feature of all lessons at the UTC. Positive reinforcement should also be used by all members of staff in the UTC during all aspects of UTC life. Rewards are a vital part of our students' experience at school and we need to ensure that every student feels noticed and appreciated for working hard and doing their best. We need to reinforce that making good choices is worth it. A range of meaningful rewards helps staff to motivate and congratulate students' and therefore improves commitment to learning and levels of engagement. Methods of reward include:

- Use of verbal praise
- Written praise to students as part of feedback on work completed
- Telephone communication with parent/carers
- Written communication with parent/carers by staff and industrial partners
- Celebration during assembly time and celebration events
- Reward trips

ClassCharts

UTC is about preparing students for the world of work therefore, we expect that students develop and demonstrate our core workplace skills, in line with our Student Leaver Profile, just as future employers will. The Reward system at UTC centres around this, allowing staff to award students positive behaviour points, when they demonstrate these skills.

2.4.2 Addressing inappropriate behaviour

Poor behaviour can include:

- Refusal to follow the reasonable instructions of any member of UTC staff or partner business staff
- Behaviour that affects the learning of other students
- Behaviour that puts at risk the health and safety of any person at the UTC or partner business
- Behaviour that is not respectful of individuals at the UTC or partner business or is seen as bullying (see also Preventing Bullying Policy)
- The use of offensive language
- Actions which are likely to lead to the damage of facilities or equipment

In response to inappropriate behaviour the UTC will never ignore any incident no matter how trivial it is perceived to be. Just like in the world of work, the UTC will respond to low level disruption or poor behaviour by impartially following a staged process of consequences. Similarly, to rewarding good behaviour, students will also receive negative behaviour points, when they fail to comply.

The incident will normally be dealt with by the teacher or member of staff who is responsible and most situations are best resolved quickly. The use of On Call member of senior staff is established to support more complex situations or when a student does not respond positively to intervention. Active On Call is important with that designated member of staff being a positive presence around the building, anticipating any problems and intervening early. At all times staff should maintain a high level of professionalism in order to model this for students.

Where possible, restorative conversations will be turned towards the need for students to develop and demonstrate their skills as young professionals, rather than telling students off for breaking the rules. This is part of the UTC's ethos of making learning relevant to the world of work and students' future careers. When students see the point of behaving professionally they are less likely to behave poorly.

An assessment of needs by the SENCO and/or other appropriate bodies may be necessary at the discretion of the senior team.

2.4.3 Serious behaviour incidents

Certain serious behaviour incidents will be referred immediately to the Principal or senior member of staff on duty. Prompt action in these cases is essential so that accurate information can be gathered and appropriate action taken. A written report of the incident witnessed will be completed immediately detailing the incident and the individuals involved.

See Appendix A – Behaviour sanctions for a list of sanctions appropriate to behaviours. It is very difficult to produce a definitive list and each individual situation needs to be judged separately. The level of sanction may be affected by a range of factors beyond the specific incident.

2.4.4 Exclusions

Exclusion may be used as a sanction for poor behaviour. We are committed however to recognising poor behaviour early and addressing the root cause of this poor behaviour before the need for exclusion arises. There may however be a need to use exclusion for serious incidents.

All exclusions will be carried out by the Principal in line with the guidance issued from the DfE in September 2017.

2.5 Bullying

It is important that students at the UTC are able to learn in a supportive environment, free from the fear of any form of bullying. No bullying will be tolerated at the UTC. (Refer to Preventing Bullying Policy).

2.6 Staff development and support

We know that all staff should be equipped with the skills necessary to understand and manage student behaviour effectively. Training and coaching are both vital elements of a high quality professional development programme.

As a school we will:

- Provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour
- Monitor the effectiveness of the behaviour management techniques used by the UTC as part of the school performance management system
- Ensure that all staff joining the UTC (including NQTs, student teachers and supply teachers) are given high quality training, ongoing support and the opportunity to ask questions about our approach to behaviour

2.7 Student support systems

It is important for schools to have effective pastoral support systems so that students feel supported and contained. Some students' will need extra support to manage their behaviour so they can avoid escalating problems and possible exclusion. The UTC will provide, in addition to the regular teaching of positive behaviour, rewards and sanctions, structures designed to ensure early identification of students at risk and their support.

As a school we will:

- Recognise that a good pastoral system involves teachers and support staff
- Ensure that all students have someone they can turn to if they have concerns or questions
- Ensure that staff allocated with pastoral responsibilities have appropriate time to carry out their tasks and are appropriately trained
- Ensure that students have access to specialist support as appropriate (eg Educational Psychologists, Education Welfare Officers, Child and Adolescent Mental Health Services and Speech Language Specialists)
- Recognise that student support is not just about behaviour but is concerned with developing students' ability to become good citizens and become career ready.
- Ensure that pastoral staff understand and are responsive to the needs of particular groups within the school and wider community;

2.8 Liaison with parents and other agencies

We work in partnership with parent/carers on all aspects of a young person's education, including their behaviour.

As a school we:

- Ensure that all staff are welcoming and approachable so that parents can communicate comfortably with the UTC
- Ensure parents and carers hear from the school on a regular basis and especially when their children are doing well
- Have clear and well understood procedures in place for dealing with distressed and angry parents
- We are aware our parents too must behave appropriately towards school staff. Although abusive and intimidating behaviour can come about through frustration, such behaviour is not acceptable and will not be tolerated.
- Take advantage of IT systems to improve communications with parents and carers on all pastoral matters
- Work closely with other agencies to support families (such as Social Services, the police, EWS etc)

2.9 Managing student transition

We are aware that students find moves between schools and key stages unsettling and will provide appropriate support and guidance whether they start at the beginning of a school year or arrive part way through.

As a school we will:

- Work hard to gather as much information from previous schools as possible on each child joining us
- Ensure that mid-year transfers do not start until we have suitable information to ensure their and others' safety (eg child protection and behaviour information)
- Ensure that teachers receiving a new class are given appropriate information to help the teacher plan work and manage the class
- Ensure the new students understand our expectations and how rewards and sanctions operate
- Ensure that students and parents know who to turn to if they have any concerns

2.10 Confiscation of inappropriate items

Students will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item as set out in the table below. They can be searched on school premises or, if elsewhere, where the member of staff has lawful control or charge of the student eg on a school trip.

If a member of staff suspects a student has a banned item in their possession, they can instruct the student to turn out their pockets or bag/locker. If the student refuses to be searched, the Principal, Deputy Principal or Faculty Director can still carry out a search in line with the following guidelines:

- The item is a prohibited item. Prohibited items are knives or weapons, alcohol, tobacco, illegal drugs and stolen items. They are also 'an 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’.

- Ensure the member of staff has reasonable ground for suspicion. Eg they might have heard other students talking about the item or they might have noticed a student behaving in a way that causes them to be suspicious.
- The search should be carried out by a person of the same sex where possible and in the presence of the student and with another member of staff (preferably of the same sex where possible)
- The person conducting the search may not require the student to remove any clothing other than outer clothing such as hats, shoes, boots, gloves, coats, scarves. Jumpers/sweatshirt would also be included where the student had a t-shirt or shirt beneath it.
- The person conducting the search may search any of the student’s possessions, this includes any goods over which the student has or appears to have control eg lockers and bags

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully, are in line with the guidelines above and have dealt with the confiscated items in line with the procedures set out below.

After the search the UTC will confiscate the item and dispose of it in the following way:

Prohibited items	Procedure after confiscation
Cigarettes/tobacco, lighters	Thrown away
Knives and other weapons	Reported and handed to the police
Alcohol	Poured down a sink or returned to parents
Controlled drugs	Handed over to the police
Other substances not believed to be controlled drugs	Handed over to the police or disposed of
Stolen items	Handed to the police if of high value Returned to the owner where of small value

2.11 The use of reasonable force

We have a legal duty of care for all our students. Where a student is creating a situation where they are threatening the well-being of other students or staff, reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the student is not responding to a verbal request, help should be sort before intervening.

Reasonable force can be used to prevent students:

- From hurting themselves or others
- Causing damage to property
- Causing disorder within the class or UTC grounds

In the UTC we will use reasonable force to:

- Prevent a student leaving the classroom or UTC where allowing the student to leave would risk their safety or lead to behaviour that risks the safety of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight
- Prevent a student from causing damage to the school or school property

Reasonable adjustments will be made for disabled children or children with SEN. Where reasonable force has been used parents will be informed and an incident form completed.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the UTC's Complaints Policy. The onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably. Suspension is not an automatic response to a complaint being made.

2.12 Other relevant policies

This policy links with the following UTC policies:

- Safeguarding
- Preventing Bullying
- Attendance
- E-Safety
- SMSC and PSHE

Appendix 1 Behaviour sanctions

1. Introduction

This document is a guide to appropriate sanctions. It may be updated from time to time by the Principal without affecting the rest of the policy.

It is very difficult to produce a definitive list and each individual situation needs to be judged separately. The level of sanction may be affected by a range of factors beyond the specific incident. It is envisaged that sanctions will rarely need to be used.

A range of approaches may be used by staff to deal with an incident and these may include:

- 1:1 discussion reminding student of our expectations and workplace skills
- Verbal warning
- Removal from teaching areas if disruption affects learning of others
- Interview to discuss the behaviours exhibited and understand reasons
- Restorative justice meeting if others have been affected
- Telephone communication with parent/carer
- Formal written communication with parent/carer
- Meeting with parent/carer
- Teacher detention to completing work or carry out useful tasks to help the UTC
- Teacher's report
- School report
- Senior team referral
- Carrying out restorative tasks, where appropriate
- Withdrawal of break or lunchtime privileges
- Withholding participation in science or engineering activities if health and safety is of concern
- Withholding participation in educational visits, clubs or sports events which are not essential to the curriculum
- On rare occasions, fixed-term or permanent exclusion by the Principal (following the DfE guidance on Exclusions, 1 September 2008)

2. Staged approach

A staged approach is needed to allow students to correct their attitude and to ensure that the sanction is appropriate for the incident. Sanctions, especially for more serious issues, should be thought through carefully by staff. Often an investigation is required before a final sanction can be determined.

The following are guidelines and examples of reason for sanction are given

2.1 Verbal warning

Examples may include but are not limited to:

- Being off task
- Disrupting the lesson
- Lack of equipment
- Interrupting the teacher or another student

- Inappropriate behaviour outside of lessons

2.2 Recorded warning (on MIS system)

Examples may include but are not limited to:

- Continuing with any of the above, after a verbal warning
- Breaches of health and safety rules
- Persistent lack of equipment
- Defiance to a reasonable instruction
- Not following dress code
- Confiscation of jewellery, inappropriate items of clothing
- Dropping litter
- Confiscation of mobile phone/MP3 player for inappropriate use in lessons
- Inappropriate use of IT

2.3 Move rooms

Examples may include but are not limited to:

- Continuing with any of the above
- Persistent disruption of lesson after recorded warning
- Preventing learning of fellow students

2.4 Internal exclusion

Spending time with a member of the senior team. Parents/carers will be informed. Examples may include but are not limited to:

- Multiple examples of behaviour above
- Refusal to move rooms or respond to staff instructions
- Serious breaches of Health and Safety resulting in students or staff being put at risk of injury
- Truancy
- Smoking
- Theft/handling stolen goods
- Persistent defiance of staff
- Inappropriate language
- Deliberate damage to school/personal property (inc graffiti)
- Illegal access to internet sites or damage to system/equipment
- Verbal abuse directed at UTC staff

2.5 External fixed term exclusion

Will be followed by internal exclusion or restorative justice meeting as appropriate. Examples may include but are not limited to:

- Fighting
- Bullying
- Unprovoked attack (possibly permanent exclusion)
- Verbal abuse directed at staff from the UTC or partner business or a member of the community
- Persistent defiance of a member of the leadership team

- Deliberate damage
- Racial/sexual harassment
- Theft
- Possession of pornographic material
- Setting off the fire alarm

2.6 Permanent exclusion

Alternatives to permanent exclusion may be a managed move to another school or alternative provision). Examples may include but are not limited to:

- Persistent fixed term exclusions
- Assault on another student
- Physical assault or threat of assault on any member of staff from the UTC or partner business or a member of the community
- Severe theft
- Being in possession of an offensive weapon
- Severe racial/sexual harassment
- Possession of illicit substances, supply of illicit substances to other students, possession of equipment for use with illicit substances or being under the influence of illicit substances
- Defiance of the Principal