UTC South Durham

Behaviour Policy

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Approved by	Governing Body
Signed: (Principal)	**Date**: 17th October 2025
Signed: (Chair of Governors)	**Date:** 17th October 2025

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Responsibility	Principal

1. Statement of principles

1.1 Introduction

The Governing Body has a duty to provide a framework for UTC South Durham's Behaviour Policy through this written Statement of Principles. In doing so, it recognises the needs of all students and the importance of their voices being heard. The Principal will consult with students when developing and reviewing the Behaviour Policy, ensuring that it reflects the views of the student's body as well as the high expectations of the Governing Body.

The Governing Body expects all UTC policies to reflect the highest standards. In particular, this policy establishes that antisocial behaviour is unacceptable and will not be tolerated. Poor behaviour may have underlying causes; UTC South Durham will seek to identify these and provide appropriate support.

1.2 The UTC's Values

UTC South Durham aims to provide an environment where students develop the skills, behaviours, and attitudes they need for success in the workplace. Very high standards of conduct are expected, with professional behaviour being the norm. Students are treated as young adults, take responsibility for their own learning, and are supported to behave with maturity and resect. Poor behaviour should be rare and addressed constructively.

1.3 Responsibilities of the Principal

The Principal has day-to-day responsibility for setting behavioural expectations and maintaining discipline. Within the framework established by the Governing Body, the Principal will:

- Define the detailed standards of behaviour expected in the UTC.
- Draw up and review UTC rules and procedures.
- Ensure that rules are fair, transparent, and consistently applied.
- Lead a whole school approach that promotes positive behaviour and mutual respect.

1.4 Principles Underpinning Student Behaviour

The Governing Body expects all students to behave responsibly and to study with commitment. The Behaviour Policy should:

- Be fair, consistent, and clearly communicated to all.
- Maximise learning by creating a culture of positive encouragement.
- Celebrate diversity in gender, race, faith, ability, and background, ensuring equality of opportunity.
- Support the development of self-management and personal responsibility.
- Provide a safe and respectful environment for all members of the UTC community.
- Promote workplace skills such as self-discipline, punctuality, and respect for authority.
- Prevent bullying and harassment in all its forms.
- Ensure that all staff apply expectations and with professionalism.

UTC South Durham is committed to promoting equality and inclusion in all aspects of behaviour management, in line with the Equality Act 2010 and the SEND Code of Practice. All students, regardless of background or ability, will be supported to achieve their potential and treated with dignity and respect.

1.5 Principles Underpinning Rewards and Sanctions

The Governing Body expects a positive rewards system to be in place, motivating students and recognising professional conduct, effort, and achievement. Rewards should be:

- Accessible to all students.
- Shared with parents and carers.
- Appropriate to the ethos of treating students as young adult.

Sanctions for poor behaviour must never be degrading or humiliating. They should be applied fairly, proportionately, and consistently.

Where misbehaviour is linked to a disability, reasonable adjustments will be made to ensure inclusion. Staff training and, where appropriate, advice from external agencies will be sight to support students effectively.

2. Behaviour Policy

2.1 Introduction

This Behaviour Policy has been written in line with statutory requirements, including the Education and Inspection Act 2006, and is reviewed annually.

UTC South Durham has adopted this policy to set out clear standards and expectations for behaviour. It reflects the UTCs values, the views of the Governing Body, staff, students, and industrial partners, and is rooted in the belief that students should behave as young professionals preparing for the workplace.

This Behaviour Policy should be read alongside UTC South Durham's Safeguarding Policy and Preventing Bullying Policy. Together, these policies ensure that all students are protected from harm, supported according to their needs, and able to thrive in a safe, inclusive environment.

The policy applies:

- Within the UTC.
- On journeys to and from the UTC.
- On placements with partner businesses.
- On visits, trips, and any activities linked to the UTC.

2.2 Aims of the Policy

Through this policy, UTC South Durham aims to:

- Model exemplary professional behaviour to students, parents, and all stakeholders.
- Teach students the customs and expectations of the workplace.
- Provide a safe, respectful, and inclusive environment where students can thrive academically and socially.
- Promote an ethos of mutual respect between students, staff, partner businesses, and the wider community.
- Ensure that students represent the UTC South Durham and the engineering sector as positive ambassadors.

2.3 Expectations

Students at UTC South Durham are expected to:

- Conduct themselves professionally at all times: in the UTC, on journeys, and during external visits and events.
- Respond positively and respectfully to instructions from UTC staff, visitors, and industrial partners.
- Show respect for others, valuing diversity and allowing everyone the freedom to express themselves.
- Report incidents of poor or inappropriate behaviour to a member of staff.
- Protect the reputation of UTC South Durham through their conduct both inside and outside of the UTC.
- Show respect for UTC facilities, equipment, and resources.

The UTCs learning ethos depends on the consistent and comprehensive application of this policy by all members of staff. Positive behaviour is promoted by:

- Providing an engaging and challenging curriculum.
- Building strong relationships between staff and students.
- Recognising and reinforcing positive behaviour consistently.

2.4 Restorative Approach

UTC South Durham is committed to using restorative approaches to resolve conflict and address poor behaviour. This means:

- Students are encouraged to reflect on the impact of their behaviour on others.
- All parties involved in a conflict are given the opportunity to be heard.
- Solutions are agreed collectively, focusing on repairing harm and preventing future issues.
- Staff use restorative conversations wherever possible, rather than confrontation.

By developing these skills, students learn to take responsibility for their actions, make informed choices, and build stronger relationships, essential qualities for their future working lives.

Constructive challenge is welcomes when expressed appropriately, helping students learn when it is right to question rules and when compliance is necessary.

Poor behaviour may sometimes reflect unmet needs. In such cases, behaviour will be investigated to identify root cases, and appropriate support will be provided in partnership with pastoral staff, SENCO, and external agencies where necessary.

2.4.1 Rewarding Good behaviour

Recognising and celebrating positive behaviour is central to the ethos of UTC South Durham. Rewards reinforce the value of making positive and professional choices, and encourage students to consistently meet workplace standards.

Staff will use a range of strategies, including:

- Give verbal praise in lessons and around the UTC.
- Provide written praise in feedback.
- Communicate positive messages to parents and carers by phone or email.
- Recognise achievement through certificates, postcards, or letters.
- Celebrate success in briefings and events.
- Offer reward trips and experiences.

ClassCharts

The UTCs reward system is based around the Student Leaver Profile, which identifies the workplace skills and behaviours expected by future employers. Staff award behaviour points when students demonstrate these skills. Parents and carers can track rewards through ClassCharts.

2.4.2 Addressing Inappropriate Behaviour

Poor behaviour includes, but is not limited to:

- Refusing to follow a reasonable instruction.

- Disrupting the learning of others.
- Acting in ways that compromise health or safety.
- Bullying, harassment, or disrespectful conduct.
- Using offensive or inappropriate language.
- Damaging facilities, equipment, or property.

All incidents will be addressed, regardless of severity. Like in the workplace, students are accountable for their actions. UTC South Durham follows a staged process of consequences, applied fairly and consistently.

Low level incidents are normally managed by the member of staff present. Where issues escalate or students fail to respond, support will be sought from senior staff through the “On Call” system.

Staff will always model professionalism and use restorative conversations wherever possible, helping students recognise the impact of their behaviour and guiding them back to professional standards.

Where necessary, the SENCO or other professionals may assess needs to sure support is in place.

2.4.3 Serious Behaviour Incidents

Some behaviours require immediate referral to the Principal or senior member of staff. 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 is a sanction of last resort, used only when interventions have failed or when behaviour is so serious that exclusion is the only appropriate response.

- All exclusions will be decided by the Principal, in line with the Department for Education guidance on suspensions and permanent exclusion (DfE, 2023). Exclusion is a serious sanction, applied only when appropriate and proportionate, and remains subject to statutory rights of review and appeal.
- Fixed-term exclusions may be followed up by restorative meetings or reintegration support.
- Permanent exclusion may be considered in cases or persistent serious misconduct or one-off extreme incidents.
- UTC South Durham is committed to early intervention and addressing the root causes of poor behaviour to prevent exclusion wherever possible.

Reintegration and Restorative Approach

- Before returning from a fixed-term exclusion, the student and their parents will attend a reintegration meeting with a senior leader.
- A restorative conversation will normally form part of this process, giving the students an opportunity to reflect on their actions, repair relationships, and agree strategies for improvement.
- This ensures that exclusion is not the end of the process, but part of a wider strategy to support learning, maintain safety, and reinforce professional standards.

2.5 Bullying

UTC South Durham is committed to providing a safe and supportive environment where all students can learn free from fear or intimidation.

- Do not tolerate bullying of any kind - physical, verbal, emotional, online, or discriminatory, will not be tolerated.
- Investigate all allegations of bullying promptly, fairly and thoroughly.
- Provide support for both victims and perpetrators, using restorative approaches wherever appropriate.

This Behaviour Policy should be read alongside the Preventing Bullying Policy.

2.6 Staff Development and Support

Effective behaviour management relies on confident, well trained staff. UTC South Durham will:

- Provide induction training in behaviour management for all new staff, including agency and supply staff.
- Offer ongoing CPD in de-escalation techniques, restorative approaches, and inclusive behaviour management.
- Ensure regular opportunities for staff to share best practice and learn from one another.
- Monitor and evaluate the impact of training through mechanisms such as staff surveys, feedback from lesson observations, and analysis of behaviour data.
- Support staff through coaching and mentoring to develop their confidence and consistency in managing behaviour.
- Ensure that behaviour management techniques are monitored for effectiveness as part of the school performance management system.
- Provide high quality training an ongoing support for all staff joining the UTC (including NQTs, student teachers, and supply teachers).
- Give staff the opportunity to ask questions and seek clarification about the UTCs approach to behaviour management.

2.7 Student Support Systems

A strong pastoral system secures that students feel supported and able to succeed. Some students may need additional help to manage their behaviour. UTC South Durham will:

- Ensure every student has access to trusted staff for advice or support.
- Train pastoral staff to respond to individual needs effectively.

- Work with specialist services (e.g. Educational Psychologists, CAMHS, Speech and Language Therapists, Social Services) when required.
- Promote student development beyond behaviour, supporting them to become responsible citizens and career ready professionals.
- Be sensitive to the needs of different groups within the UTC community, ensuring equality and inclusion.
- Ensure behaviour management is inclusive and equitable, with reasonable adjustments made for students with SEND, in line with the Equality Act 2010 and the SEND Code of Practice.

2.8 Liaison with Parents and Other Agencies

Positive behaviour relies on strong partnership with parent and carers. UTC South Durham will:

- Ensure staff are welcoming and approachable.
- Communicate regularly with parents, especially to share positive news.
- Provide clear procedures for handling parental concerns or complaints.
- Make clear that abusive or aggressive behaviour towards staff will not be tolerated.
- Use digital platforms to keep parents informed about pastoral matters.
- Work with external agencies (e.g. Social Services, police, health services) to support families where needed.

Parents and carers are encouraged to support UTC South Durham by reinforcing expectations at home.

2.9 Managing Student Transition

Transitions between schools or key stages can be challenging. UTC South Durham will:

- Gather information from previous schools before students start.
- Delay mid-year admissions until safeguarding and behaviour information has been received.
- Provide teachers with information to support effective planning and class management.
- Explain behaviour expectations and systems clearly to new students and families.
- Ensure students are parents know who to approach for support or concerns.

2.10 Confiscation of Inappropriate Items

Students may be searched if staff have reasonable grounds to suspect possession of a prohibited item. Searches will be conducted lawfully, respectfully, and in line with safeguarding principles.

Prohibited items include:

- Knives and weapons
- Alcohol, tobacco, and e-cigarettes.
- Vapes
- Pouches and products containing nicotine

- Illegal drugs or substances suspected to be drugs.
- Stolen property.
- Any item reasonably suspected of being used to commit an offence, cause injury, or damage property.

Procedures:

- Where possible, a same sex staff member will conduct the search with another adult present.
- Students may be asked to turn out pockets or open bags/lockers.
- Only outer clothing (e.g. coats, hats, shoes, jumpers over shirts) may be removed.
- Confiscated items will be disposed of as follows:

Prohibited Item	**Procedure**
Cigarettes/tobacco, lighters	Dispose of safely
Knives/weapons	Report and hand to police
Alcohol	Return to parents or dispose of
Controlled drugs	Hand to police
Other harmful substances	Hand to police or dispose of
Stolen items	Return to owner (if low value) or hand to police (if high value)

Procedure for Controlled Drugs and High-Risk Items

- A written record will be completed immediately, including: date and time, name of the student, description of the substance or item, name of the staff member who confiscated it, and the name of the witness present.
- The confiscated substance will be paced in a sealed, clearly labelled container and stored securely until collected by the police.
- The Principle (or designated senior leader) will ensure the police are contacted without delay.
- Parents/carers will be informed as soon as practicable, unless doing so would place the student at greater risk.
- A record of the incident will be kept on the students file and logged on the UTCs MIS system.

2.11 Use of Reasonable Force

UTC South Durham has a legal duty of care to ensure safety. On rare occasions, staff may use reasonable force to:

- Prevent injury to self or others.
- Prevent damage to property.
- Maintain order and safety.

Reasonable force may include guiding a student to safety, preventing them from leaving an unsafe situation, or intervening in a fight.

Principles:

- Attempt verbal intervention first.
- Use force proportionately and only as a last resort.

- Make reasonable adjustments for students with SEND.
- Inform parents and complete an incident form when force has been used.
- Investitive complaints fully in line with the Complaints Policy.

2.12 Linked Policies

This Behaviour Policy should be read in conjunction with:

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

These links are essential to ensure that behaviour management aligns with safeguarding and equality duties, protecting students from harm and supporting them according to their needs.

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
- Possession of banned substances
- 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
- Possession of or under the influence of illicit substances
- Possession of or supply/sale of banned substances
- 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