

## **BEHAVIOUR POLICY –**

**Status:** Statutory

**Member of Staff Responsible:** The Executive Principal

**Related Policies:**

- CCTV Policy
- Inclusion Policy
- Safeguarding Policy
- Safe Handling Guidance

**Implementation date:** September 2016

**Reviewed date:** September 2023

**Next review date:** September 2024

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## 1. Introduction

The Sheffield UTC Academy Trust has at its heart a firm commitment to putting the needs of 'Students First'. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs. Students are asked to:

- Arrive in the UTC and at lessons punctually and be prepared to learn. Any student who arrives late to the UTC or lessons may be required to undertake an after-school detention. The Learning Manager will monitor lateness and find out reasons to ensure that work is done to overcome barriers to arriving on time.
- Bring appropriate equipment such as:
  - Pen, pencil, ruler, calculator, PE kit, and any other necessary equipment, a suitable bag to carry books and any equipment needed during the UTC day.
- Wear the UTC Business Wear correctly.
- All students are expected to be polite, courteous, respectful to everyone on the UTC site and to comply with reasonable requests or instructions made by staff on the first time of asking.
- Students are expected to have regard for their own safety and that of others.
- The UTC provides a secure and safe environment for students who are expected to remain on site throughout the UTC day and leave promptly at the end of the day unless engaged in enrichment activities.

The Sheffield UTC Academy Trust Board believes that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

This Behaviour Policy seeks to encourage young people to make positive choices and reinforces those choices through praise: this is closely linked to the UTC Rewards Policy, Assessment Policy, Tutorial and Enrichment programme and the Inclusion Policy. The Sheffield UTC Academy Trust recognises that even when encouraged to make the right choice, some students will occasionally make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to comply with The Sheffield UTC Academy Trust rules and re-engage with learning. In some circumstances, the local governing body and Principal will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the UTC, or its community: this may result in exclusion.

Please note that this Policy makes reference throughout to the following DfE documents:

- i Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022
- ii Exclusion from maintained schools, Academies and student referral units in England 2017
- iii Changes to the school exclusion process during the coronavirus (COVID-19) outbreak 2020
- iv The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012
- v Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies 2017
- vi DfE and ACPO Drug Advice for Schools 2012
- vii Use of Reasonable Force 2013
- viii Behaviour and Discipline in Schools 2016
- ix Screening, Searching and Confiscation 2022
- x Ensuring Good Behaviour in Schools 2012
- xi Allegations of abuse against teachers and non-teaching staff 2012
- xii Mental Health and Behaviour in Schools 2018

All documents should be read in conjunction with this policy. The Sheffield UTC Academy Trust reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

## 2. Mental Health

The Sheffield UTC Academy Trust and its UTCs have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils.

Early intervention to identify issues and provide effective support is crucial. The UTC role in supporting and promoting mental health and wellbeing can be summarised as:

- **Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole UTC population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through UTC activities and ethos;
- **Identification:** recognising emerging issues as early and accurately as possible;
- **Early support:** helping pupils to access evidence based early support and interventions; and
- **Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

A whole UTC approach is one that goes beyond the teaching in the classroom to pervade all aspects of UTC life, including:

- **Culture, ethos and environment:** the health and wellbeing of pupils and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the school's policies, values and attitudes, together with the social and physical environment;
  - **Teaching:** using the curriculum to develop pupils' knowledge about health and wellbeing; and
- Behaviour Policy 2023 - 2024

- **Partnerships with families and the community:** proactive engagement with families, outside agencies, and the wider community to promote consistent support for children's health and wellbeing.

### 3. Behaviour Management System

The behaviour management protocol is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. The behaviour management protocol is not a replacement for good classroom management techniques and will not compensate for teaching which is not good and/or unstructured lessons.

The behaviour management protocol works in conjunction with inclusion tracking using the UTC MIS, a progressive system of structured interventions designed to address underlying causes of poor behaviour and disengagement wherever possible. The inclusion tracking is a preventative mechanism which enables the UTC to target intervention for those students who have been identified as losing too many days of learning or are at risk of being permanently excluded. It sets in motion a systematic programme of intervention for students known as the consequence pathway C1- C6 and/or Suspensions.

Points are recorded to a set tariff at each UTC, for example C3=3, C4= 4, C5 = 5, C6 / Suspension = 10).

When a student is first issued with a C5, C6 or Suspension they are immediately placed onto the inclusion tracking system, which is kept up to date by the Learning Managers and is monitored closely by the Inclusion Team. Any resulting impact of the intervention is also recorded on the tracking report giving a personalised profile of an individual student.

The SLT link will become involved in the intervention with students who are accruing points by receiving several C5s or C6s or Suspensions or a combination of all three. Various strategies will be used depending on who the student is and what their needs are.

The SLT link has an overview of the progress of these students with regular feedback from Learning Managers and the Inclusion Team at the weekly Safeguarding and Behaviour meetings. It is also their responsibility to keep the Senior Leadership Team informed of the progress of priority students on the Inclusion Tracking system.

The Sheffield UTC Academy Trust is keen to ensure a fine balance is met, between the use of suspensions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning.

For this reason, the Sheffield UTC Academy Trust has elected to use a maximum suspension period under the behaviour management system of 5 days for any single incident in the process, recognising that the Inclusion Tracker runs in conjunction with these. Suspensions through the protocol will be:

<b>C6/Suspension</b>	<b>Number of days suspended</b>
First	1
Second	1
Third	1
Fourth	2
Fifth	2
Sixth	2
Seventh	3
Eighth	3
Ninth	3
Tenth	4
Eleventh	4
Twelfth	4
Thirteenth	5
Fourteenth	5
Fifteenth	5
Total	45

After 45 days of suspension or the accruing a tariff of 225 on the Tracker (whichever comes first) in any one academic year, the UTC Sheffield Trust Board recognise that the UTC is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these students. In addition, the Sheffield UTC Academy Trust recognises that the individual concerned will have lost so many days of learning it would be unlikely that the UTC could offer any other reasonable support. At this point the Principal would be likely to look at a permanent exclusion.

The Principal retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.

## 4. Suspension

'Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.'

*(DfE 'Exclusion from maintained schools, Academies and student referral units in England 2017)*

All decisions to exclude are serious and only taken as a last resort or where the breach of the UTC rules is serious. The following are examples:

- Failure to comply with a reasonable request, including following the dress code, from a senior member of staff.
- Breaches of health and safety rules, including breaches in relation to Covid-19.
- Breach of the UTC Computer / IT systems.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Possession or distribution of pornographic or homophobic images.
- Failure to comply with the requirements of the behaviour management protocol, see section 3 above.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of UTC rules.
- Bringing the UTC into disrepute.

## 5. Permanent Exclusion

'A decision to exclude a student permanently should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school'.

*(DfE 'Exclusion from maintained schools, Academies and student referral units in England 2017)*

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a student for a first or 'one-off' offence. These offences might include:

- serious actual or threatened violence against another student or a member of staff;
- serious action relating to putting another student or member of staff at risk relating to Covid-19;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon;
- Making a malicious serious false allegation against a member of staff;
- Breach of the UTC data systems and network.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the UTC community.

In cases where a Principal has permanently excluded a student for: -

- one of the above offences; or
- persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on UTC premises.

The Sheffield UTC Academy Trust Guidance on Offensive Weapons: The UTC has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the UTC. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal or the Sheffield UTC Academy Trust to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

In addition, the Sheffield UTC Academy Trust also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the UTC computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.
- Persistent defiance and disruption that may or may not be directly linked to the Consequences system.

## **6. Personalised Timetable**

In consultation with the Local Authority as an alternative to exclusion the Principal may, in limited circumstances, make use of a personalised timetable to support a student.

## **7. Provision of Education for Students Excluded for a Period Exceeding 5 days**

The UTC recognises the need to keep suspensions short wherever possible. It is therefore anticipated that suspensions would not exceed 5 days fixed term.

## **8. Screening, Searching and Confiscation**

*Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for schools 2022'. [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)*

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below.



The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
  - tobacco and cigarette papers;
  - fireworks; and
  - pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. The member of staff may use a metal detector to assist with the search.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. See Keeping children safe in education and Working together to safeguard children.

In addition to the practice identified in the DfE guidance, the UTC also bans the following items and as a result are able to search students for them:

- i. Any item brought into the UTC with the intention of the item being sold or passed on to other students which, in the Principal's opinion will cause disruption to the UTC or be detrimental to UTC practice.

#### Confiscation

- ii. UTC staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to UTC discipline.
- iii. Staff should hand the confiscated item to the relevant member of support staff (Learning Manager, reception etc.) as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- iv. Any item which staff considers being dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
- v. Items confiscated by the UTC can be collected by parent/carers except where the UTC has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol. In relation to mobile phones on the first occasion the student will be able to collect their phone from reception at the end of the

day. However, after 3 instances of their mobile phone being confiscated a parent/carer will be expected to collect the mobile from the UTC.

- vi. The UTC's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- vii. The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result.
- viii. Electronic equipment, jewellery and other expensive items will be confiscated and held by the UTC for a period of one year. If, at the end of the year, the item has not been reclaimed then the UTC reserves the right to destroy the item.
- ix. Where alcohol has been confiscated the UTC will retain or dispose of it. This means that the UTC can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
- x. Where the UTC finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so.
- xi. Where the UTC finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- xii. Where the UTC find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks that there is a good reason to do so.
- xiii. Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the UTC can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student. The use or charging of electronic cigarettes on site is not permitted and may be destroyed if not collected by Parents / Carers at a convenient time.
- xiv. Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- xv. If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the UTC carries out its own investigation.
- xvi. Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- xvii. Where a member of staff finds an item which is banned under the UTC rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- xviii. Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the UTC carries out its own investigation.

Any search by a member of staff for a prohibited item listed above and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

The UTC will include in the record of each search:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Parents will be informed of any search for a prohibited item listed above that has taken place, and the outcome of the search as soon as is practicable. The UTC will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

## **9. CCTV**

The UTC may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV.

## **10. Use of Reasonable Force**

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

The SCC guidance regarding Use of Reasonable Force will be followed by all employees employed by the Trust.

## **11. Discipline Beyond the UTC premises**

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the UTC premises which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, UTC staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a member of staff a member of SLT must be informed. In the vast majority of cases they will involve the UTC's Police Liaison Officer, who will then follow agreed Police and UTC procedures. (See Police/SSP section). In addition, if the SLT member of staff considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the UTC's safeguarding policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on UTC residential and day trips. The UTC will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the UTC site (See consequences/suspensions).

Where bad behaviour occurs when a student is travelling to and from the UTC, the UTC reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full Consequences system will apply.

Students are encouraged to wear their UTC uniform correctly when travelling to and from the UTC and must not be involved in behaviour that could adversely affect the reputation of the UTC.

***For example:***

- students are discouraged from smoking cigarettes or e-cigarettes on their journey to and from the UTC. If they are found smoking at or near UTC premises the behaviour management protocol will be used;
- misbehaviour on public transport will result in the UTC behaviour policy sanctions being applied (C4, fixed suspension, permanent exclusion).

## **12. Behaviour Committee of the UTC**

A meeting of the Behaviour Committee will be convened by the Committee Clerk when:

- a student has received over 15 days' suspension in one term;
- a student receives 8 C5s in an academic year;
- recommendation of permanent exclusion is made by the Principal for a one-off incident, or through the behaviour management protocol system.

The Behaviour Committee will comprise of 3 members of the local governing body who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

The Behaviour Committee can uphold exclusion or direct the student's reinstatement, either immediately or on a particular date.

The meeting must be convened between the 6th and 15th school day after the date of receipt of notice to consider the exclusion.

Governing boards and independent review panels (IRPs) who have a duty to meet to discuss a suspension or permanent exclusion that occurs between 25 September 2021 and 24 March 2022 (inclusive), must ensure that any such meeting takes place within the normal statutory timescales described in the statutory guidance [Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England](#).

If the deadlines are missed because of COVID-19, the meeting must be held as soon as it becomes reasonably practicable to meet either in person or via remote access (respecting the conditions for such a meeting).

Governing boards and IRPs should:

- facilitate remote access meetings where it is not reasonably practicable to meet in person
- consider the actions for schools during the coronavirus (COVID-19) outbreak

A permanent exclusion should be taken as having 'occurred' on the first day of the permanent exclusion.

Any permanent exclusion covered by these arrangements will continue to be subject to them until the procedures for scrutiny of the permanent exclusion have been exhausted.

For any suspension or permanent exclusion that occurred between 25 September 2020 and 24 September 2021, the above also applies.

The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

The Principal, a member of the Senior Leadership Team, the student's Learning Manager may also be invited to attend the meeting.

Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel. The parent/carer has 25 school days after the day on which notice in writing was given of the Behaviour Committee's decision.

### **13. Independent Review Panel**

Where a parent (or excluded student, if aged 18 or over) disputes a decision of a governing body to uphold a permanent exclusion, they can ask for this decision to be reviewed by an independent review panel. In addition, parents can now take a case to the First-tier Tribunal (for allegations of disability discrimination). This replaces the previous system of independent appeal panels. As currently, cases involving allegations of discrimination on non-disability grounds can be taken to a County Court.

An independent review panel does not have the power to direct a governing body to reinstate an excluded student. However, where a panel decides that a governing body's decision is flawed in light of the principles applicable in a judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a student the panel will be expected to direct that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

Whether or a not a school recognises that a student has special educational needs (SEN), all parents (or students if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion, for example, whether the UTC meets its legal duties in relation to SEN when excluding the student.

### **14. Police**

The Trust will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, the Trust will inform the Police of any intelligence which may support the Police in preventing or tackling criminal activity.

A student and his or her family have the right to contact the Police if they feel that a criminal offence has been committed.

### **Behaviour Protocol- The Consequence system**

The purpose of the behaviour protocol is:

1. To place the focus on the learning
2. To place the emphasis on the positive
3. To provide a consistent whole school approach to behaviour.
4. To implement a system where negative behaviour has consequences, and positive behaviour results in praise.

The application of the protocol used is explained below:

<b>Behaviour Protocol</b>	<b>Behaviour Management Dialogue/Strategies</b>
Students are reminded of expectations routinely by all staff in school. These reminders are designed to support students in making the correct choices about their behaviour to minimise any negative impact on their own learning and / or the learning others.	
<p style="text-align: center;">C1</p> <p style="text-align: center;">First negative behaviour</p> <p>The student's name must be written on the board at this point.</p>	<p>“(Student name) you are now on a C1”</p> <p>“you have continued to talk across the classroom”</p> <p>Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.</p>
<p style="text-align: center;">C2</p> <p style="text-align: center;">Second negative behaviour</p>	<p>“(Student name) you have again continued to talk you have now moved to a C2”</p> <p>When you have given the verbal comment try speaking privately to the student. Getting down to the student's eye level being more personal can help diffuse whole class communication, this will keep the class calm, additional signals or nonverbal refocusing is useful.</p>

<p style="text-align: center;">C3 Third negative behaviour</p>	<p>“(Student name) you are on the verge of leaving the lesson because you are not behaving reasonably.”</p> <p>Remind the student that it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour:</p> <ul style="list-style-type: none"> <li>• Set time markers for completing work, “You are here now and when I come back you should be here”, mark with the time.</li> <li>• Moving seats – if this is possible</li> <li>• Offer different activities</li> <li>• Ask them to take a minute to think about their behaviour</li> <li>• Staff to log C3s on the MIS system.</li> </ul>
<p style="text-align: center;">C4 Fourth negative behaviour or immediate C4 for Health &amp; Safety</p>	<p>“(Student name) you have now moved to a C4 because ... which means you can no longer stay in the room.”</p> <p>At this point the member of staff will request a member of the On-Call team who will escort the student to the Reflection Room. Students will be asked to reflect on their behaviour whilst in the Reflection Room. Students will then complete a Resolution Document immediately in the Reflection Room and complete a lunchtime detention. Failure to reflect will result in on-call accompanying a student to a matrix room to give time for the student to re-engage. The student will then return to the Reflection Room to complete the Resolution Document. Failure to reflect from this point onwards will result in further sanctions such as after-school detentions until the student is ready to reflect.</p> <p>N.B (If students are given a C4 in a double lesson then students stay in matrix for both parts – if there is a break in between i.e. P2 to P3, the student should return for P3. Again, if lunch is in-between then students will return after the break.)</p> <p>Students will conduct an after-school resolution meeting with the teacher who issued the C4, on the same day, where students and staff together seek to resolve the issues. This should take no more than 5 minutes.</p> <p>If a student cannot resolve the issues, a phone call home will be made to parents explaining that they will need further support on reflecting during the following day.</p> <p>Further information regarding the resolution approach can be found in appendix A.</p>

Reasons for a C4 OTHER:

- Arriving late to lesson
- Smoking by association
- Refusing a reasonable request
- Using a mobile phone, or any smart technology / headphones in lessons or in out of bounds area without direct permission of a member of staff.
- Being out of school bounds
- Business Dress if not in line with UTC policy\*.
- Make-up/Nail Polish/Hair if not in line with UTC policy\*
- Jewellery if not in line with UTC policy\*
- Failure to bring correct equipment
- Behaviour in the dining area and between lessons
- Eating and drinking on corridors or in out of bounds areas.
- Using ICT inappropriately.
- Chewing Gum – BANNED

**\*Personal Appearance and Dress Code**

We want to support students to make the right choices. We remind students at the start of each day about our policy regarding dress code and personal appearance and students have time to adjust to this before entering the college gates. Please note the following:

- Students are permitted one dress code infringement per term before a sanction is issued as we know there are times when a school day does not always start as planned.
- We have spare uniform and shoes in college and students are expected to borrow this when they don't have their own. Refusal to comply will result in the student being placed in our Consequences Room. This will happen regardless of whether it is the first infringement. We want all students to look smart and our additional uniform seeks to ensure this is the case.
- We recognise that hair / nails cannot be rectified on the same day and so students are given 24hrs to ensure that hair / nails are in line with policy. If this is not addressed in 24hrs, students will be placed in the Consequences Room until it is.

The UTC 'Personal Appearance and Dress Code' policy can be found on our school website and is there to ensure consistency in college. We want staff and students alike to focus their attention on learning – a consistent and explicit set of expectations regarding dress code and appearance allows for this to happen.

C4 OTHER

\*\*Students do not leave the lesson if they are given a C4 OTHER, they also fall outside of the progress review protocol, unless repetitive.



**Mobile Phones / Headphones**

Mobile Phones and Headphones are permitted however they are only permitted in the following areas at the following times:

<b>When</b>	<b>Where</b>
<b>08:00 – 08:25</b>	Ground Floor non-teaching spaces
<b>Break time</b>	Ground Floor non-teaching spaces
<b>Lunch Time</b>	Ground Floor non-teaching spaces
<b>End of the Day</b>	Ground Floor non-teaching spaces
<b>P16</b>	P16 Area / Outside / Dining Hall

If a student is using their mobile phone or headphone at any other point this must be with the direct permission of a member of staff.

Students are reminded routinely of the need to put headphones and phones away at the start of the school day and at the end of each break and lunch period.

Any student found using a mobile phone / headphones when they shouldn't will have the item confiscated by a member of staff and will receive a C4. Students will be able to collect the confiscated item from the Main Reception at the end of the school day and must sign to say they have collected the item. If an item is confiscated for a 3<sup>rd</sup> time in a school year, we will request that a parent/carer collect the confiscated item from the UTC Main Reception, the student will NOT be able to collect the item themselves.

Students who fail to hand over an item when requested will be viewed as failing to follow a reasonable request. SLT will be requested at this point. Further refusal will be seen as defiance and students will be reminded of how our behaviour policy works in relation to defiance (potential suspension). Students will be given opportunities at each stage to make a better choice and to comply with the UTC rules.

When a C4 "other" is issued, on call is requested to escort the student to the Reflection Room. Where the same reflection cycle is followed.

**SLT Detention**

When a student fails to attend their after-school detention, without good reason, they will be placed into the Senior Leadership Detention. SLT Detention takes place each Friday, after school, for one hour.

SLT detention as a sanction may also be issued where behaviour is deemed to be more serious than that for which

	we would issue a C4. SLT detention runs for one hour after-school each Friday.
<p style="text-align: center;">C5</p> <p>Fifth negative behaviour or immediate C5 for:</p> <ul style="list-style-type: none"> <li>• Health and Safety</li> <li>• Walking away from a member of staff</li> <li>• Refusing to hand over items which are not allowed in the UTC</li> <li>• Swearing</li> <li>• Smoking</li> <li>• Truancy</li> <li>• Not attending SLT detention.</li> <li>• Not attending Study Support sessions</li> </ul>	The Learning Manager will arrange a half-day/full-day (depending on severity) in the consequences room and a 30 minute detention when a C5 has been issued.
C6 referral	A C6 can only be given when a student has worked their way through the behaviour management protocol and or where the breach of the UTC rules is serious. If there is a situation that warrants suspension, then a Fixed Term referral needs to be made. This needs to be agreed with the Principal or in their absence the most senior member of staff.
Suspension	A suspension is given when a student behaves in a wholly inappropriate fashion. This needs to be logged in as much detail as possible. For both C6 and Suspension work will be set for students. Work will usually be access via Microsoft Teams or staff may send specific work for students to complete. The Learning Manager will advise parents of what has been set and how to access this. Work must be set for students in all instances.
Re-integration meeting	Reintegration meetings are held between a member of SLT, the Learning Manager, the student, and the parent/carer when a student returns from an incident. At this meeting the student's behaviour will be discussed and an Individual Behaviour Support Plan will be created. Targets for the student will be agreed and the student and parent / carer will be asked to sign the agreement to signal their compliance with the plan in place. Students will complete a 1 day isolation, period 1 of this will always be conducted in the Reflection Room.

Guidance for following a reasonable request – refusal to follow a reasonable request means that students are persistently not complying with a reasonable request. It does not mean that students are immediately given a C4, but they are given clear guidance on the consequences of actions and time to make the correct decision with regards to behaviour. Failure to use the time to make the correct decision will result in the sanction being applied.

If there is a serious incident, e.g. a health and safety issue, foul and/or abusive language directed at a member of staff, then a senior member of staff must be contacted through the On-Call alert system. (SIMS alert or radio).

Double lessons – if lessons are joined together then the sanction lasts the length of the session. If it is broken by break, lunch or a different teacher then the process starts again. However, if the issue relates to health and safety the sanction carries forward even if there is a break. In the case of a split lunch the sanction carries forward, however, the student will be escorted from the Consequences Room to obtain lunch.

Tutors and Learning Managers will support students in reflecting on the behaviour for learning as part of the Tutor Review sessions each week. Tutors can monitor the behaviour, rewards and attendance for their tutor groups using the MIS system. Learning Managers will monitor this for their year groups. Combined, Learning Managers and Tutors will support students to make the best choices to ensure they are able to reach their potential whilst at the UTC.

If students are in Business Dress and on their way to and from the UTC they are our responsibility. Sanctions can be issued and students will be spoken to. If a student is seen smoking in the vicinity of the UTC all staff are asked to report this to the Senior Leadership Team.

### **Maintaining Students’ Right to Learning**

A small minority of students at the UTC may make poor choices and this negative behaviour must be dealt with to minimise disruption to the teaching and learning. Poor behaviour that disrupts the learning of other students or breaking the UTC rules will not be tolerated.

It is for that reason that all instances where behaviour is deemed inappropriate that we have set trigger points where intervention will take place to correct the behaviour. Parents will be informed at each trigger point via a letter and phone call with the Learning Manager.

**Figure 1 – Trigger Points for Behaviour Intervention**

Wave 1	25 points	Learning Manager makes contact with home. Discussion had with parents to outline concerns. Wave 1 behaviour contract issued and signed by student.
Wave 2	50 points	Parental meeting with appropriate staff. Learning Manager and SLT link for the year group.
Wave 3	75 points	Meeting with Learning Manager and Vice Principal.
Wave 4	100 points	Meeting with the Principal.
Wave 5	150 points	Governors meeting with formal warning.
Wave 6	225 points	Consideration of permanent exclusion urgent dialogue between SLT and LEA regarding possible actions.

\*Please note the above table is subject to change and illustrates the planned action. In some circumstances and depending on the situation, strategies may be brought forward in the best interests of the student and the family.

At each stage (Figure 2) a suggestion is that students will receive a series of consequence points to help try to stem the accruing of negative behaviour points.

**Figure 2 – Tariff of Sanction**

Behaviour	Tariff
C3 – Final warning reminder	3
C4 – Disruption	4
C5	5
C6 – Suspension*	10

Please note: students whose behaviour is deemed unacceptable in school may be denied permission to attend out of school events such as employer visits, work experience or celebration events such as the prom.

## Post-16 Code of Conduct

Standards of behaviour and approaches to learning in Post-16 are monitored and reviewed in a similar way to the practice in place Pre-16. Supporting students to make appropriate decisions with regards to their conduct in college is a founding principle of the Post-16 Code of Conduct. We encourage young people to make positive choices and reinforce those choices through praise.

Together with the Post-16 teaching staff, the Post-16 pastoral staff will ensure that students maintain high standards in relation to our 'Professional Standards'. These Professional Standards relate to:

- Attendance
- Punctuality
- Dress Code and Appearance
- Behaviour
- Meeting Deadlines / Learning Malpractice (e.g. plagiarism)

Where a student fails to meet the expectations of a Professional Standard, they will be issued with a 'Conduct Note' which will highlight the concern.

Conduct Notes carries a 5-point value and each Conduct Note will be recorded centrally on our School Management Information System, (MIS).

The Learning Manager for KS5 monitors the Conduct Notes received by students so that they are able to offer timely advice and guidance. Like the process in Pre-16, we have set trigger points where intervention will take place to correct the behaviour that we deem to be concerning. Parents will be informed at each trigger point via a letter and phone call with the Learning Manager.

**Figure 3 – Trigger Points for Behaviour Intervention at Post-16.**

Wave 1	25 points	Learning Manager contact home
Wave 2	50 points	Parental meeting with Learning Manager
Wave 3	75 points	Parental meeting with Learning Manager and member of the Senior Leadership Team
Wave 4	100 points	Parental meeting with Learning Manager and Principal
Wave 5	150 points	Parental meeting with Governors

***Please note that where behaviour is deemed to be more serious than that for which we would issue a conduct note then the Senior Leadership Team reserve the right to request that a student be removed from P16 provision for a fixed term or permanently if necessary. In such instances, the Senior Leadership Team would follow the procedures and protocol outlined in points 4 and 5 of the main school behaviour policy relating to Suspension and Permanent Exclusions.***

*Further information relating to conduct in Post-16 can be found on our school website.*

## Appendix A

### Teaching Restorative Behaviours

The UTC has high expectations for all students and whilst punitive approaches have merit, educationally focused practices supporting the behaviour system yield more positive and sustainable outcomes.

This appendix to the behaviour policy is based on the Education Endowment Fund (EEF) report and has three sections. The first details proactive strategies that can be deployed at classroom level to reduce the chance of misbehaviour occurring. A school-wide focus on these strategies should reduce efforts expended reacting to poor behaviour. Next, the guidance covers reactive strategies for supporting pupils to improve their behaviour when they have misbehaved or have a chronic issue with their behaviour in school. Finally, the guidance covers implementation. Implementing approaches to behaviour strategically and consistently is likely to be more important than the choice of approach itself, and the impact of any good strategy can be enhanced by getting this right.

The EEF report recommendations focus on six main areas ([Improving behaviour in schools \(d2tic4wvo1iusb.cloudfront.net\)](https://www.cloudfront.net/d2tic4wvo1iusb.cloudfront.net))

For the purpose of this appendices, focus will be on developing recommendations 2 (Teach learning behaviours alongside managing misbehaviour) and 5 (Tailor targeted approaches to meet the needs of individuals in your school). The recommendations are supported by Lodi et al. 2022 [Use of Restorative Justice and Restorative Practices at School: A Systematic Literature Review](#). Throughout the research on this approach towards a whole school system of teaching restorative behaviours, positive effects on behaviour, mental health and wellbeing and outcomes were significant.

The strategic overview of the restorative approach can be seen in figure 1.

