BEHAVIOUR POLICY

Status: Statutory

Member of Staff Responsible: The Executive Principal

Related Policies:

- CCTV Policy
- Inclusion Policy
- Child Protection and Safeguarding Policy
- Safe Handling Guidance
- Mobile Phone Policy
- Restrictive Interventions Policy
- Anti-Bullying Policy
- RSHE Policy

Implementation date: September 2016

Reviewed date: September 2026

Next review date: September 2027

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 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's 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 suspension or exclusion.

The UTC has a duty under the Equality Act 2010 not to discriminate against students on the basis of a protected characteristic, including disability. When applying any sanction, staff must consider whether a student's behaviour may be related to a special educational need or disability, and must not sanction a student for behaviour that is a direct manifestation of their disability or SEND. Where a student has an Education, Health and Care Plan, the provisions of that plan must be considered before any sanction is applied. The UTC will make reasonable adjustments to this policy for students with SEND in line with its statutory obligations.

DfE Reference Documents

1. Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2026
2. The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012
3. Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies 2017
4. DfE and ACPO Drug Advice for Schools 2012
5. Restrictive Interventions, including use of Reasonable Force in Schools (updated guidance – see also KCSIE 2026 paragraphs 203–205)
6. Behaviour in Schools 2024
7. Screening, Searching and Confiscation 2022
8. Allegations of abuse against teachers and non-teaching staff 2012
9. Mental Health and Behaviour in Schools 2018
10. SEND Code of Practice
11. Mobile Phones in Schools 2024
12. Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026

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 students, 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 students to be resilient so that they can manage the normal stress of life effectively. This will include teaching students 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 students 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 students 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 students' knowledge about health and wellbeing; and

- **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:

C6/Suspension	Number of days suspended
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 Sheffield UTC Academy 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

“This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which students can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the school.”

(Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, July 2026)

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

- Behaviour prejudicial to the good order of the school.
- Bullying
- Drugs and alcohol (dealing/possession/misbehaviour).
- Persistent disruptive behaviour
- Damage

- Physical assault – Adult
- Physical assault – student
- Racist abuse
- Sexual misconduct
- Theft
- Verbal assault – adult
- Verbal assault – student
- Weapons – use/possession
- Non-co-operation with a reasonable request from a member of staff
- Inappropriate use of social media or online technology

Cancellation of Suspension

The Principal may cancel a suspension before the governing board meets to consider it. Where a suspension is cancelled, the following steps must be taken without delay: parents/carers must be notified; the governing board must be notified; where relevant, the local authority must be notified; and where the student has a social worker or is a looked-after child, the social worker and/or Virtual School Head must also be notified. The student should be allowed back into the UTC without delay. A clear record of the cancellation and the reason for it must be kept.

Notification of Social Worker and Virtual School Head

Where a student who is the subject of a suspension or permanent exclusion has a social worker, the Principal must notify the social worker without delay. Where the student is a looked-after child, the Principal must also notify the Virtual School Head (VSH) without delay. Notification must include the dates of any governing board meeting convened to consider the exclusion, so that the social worker and/or VSH can attend or make representations if they wish.

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’.

(Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, July 2026)

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;
- 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's 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

6.1 Off-Site Direction

In accordance with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026, the Principal may direct a student to attend a different location for the purpose of improving their behaviour. This is a formal power distinct from suspension or permanent exclusion and must not be used as a substitute for either.

Where the Principal makes an off-site direction, the following procedure must be followed:

- Written notice must be given to parents/carers no later than two school days before the direction begins, setting out the reasons for the direction, the alternative provision to be provided, the expected duration, and the governing board review arrangements.
- The governing board must review the direction at appropriate intervals.

- Parents/carers must be given written invitation to any review meeting at least six school days before it takes place.
- Written notification of the outcome of each review must be given to parents/carers within six school days of the review.
- A full record of each direction and review must be maintained.

6.2 Reduced Timetable

A reduced timetable may only be used as a short-term, time-limited measure to support a student's reintegration or wellbeing. It must not be used as a mechanism for managing behaviour or as a sanction. The following conditions apply:

- A reduced timetable must not be used as a substitute for appropriate behaviour management strategies.
- An agreed time limit must be established from the outset, with a clear plan for returning to full-time education.
- Formal review arrangements must be in place, involving the student, parents/carers and relevant staff at regular intervals.
- Parents/carers must provide written consent and be kept informed of progress at each review.
- The local authority must be informed where a reduced timetable is in place.
- A record must be maintained of the duration, review dates, and progress towards full-time return.

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

The UTC recognises the need to keep suspensions short wherever possible. Where a suspension exceeds five school days, the governing board must arrange suitable full-time education for the student, beginning no later than the sixth school day of the suspension. This applies regardless of whether the suspension is for a fixed period or forms part of a cumulative total exceeding five days. Where work is set during a suspension of five days or fewer, the UTC will ensure that it is provided promptly and that reasonable steps are taken to ensure the student completes and returns it.

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)

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

The Principal and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student 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 student).
- an article specified in regulations:
- vaping related items, tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. If a student continues to refuse to co-operate, the member of staff may sanction the student 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 student 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 students 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.

Strip Searches

A strip search is a search that requires a student to remove clothing other than outer clothing such as a coat or jacket. Strip searches may only be carried out by the Police. UTC staff do not have the power to strip search students. Where the UTC suspects a student may be in possession of a prohibited item concealed under clothing, the UTC will contact the Police.

Where a Police strip search of a student takes place on UTC premises:

- The search must be carried out by a police officer of the same sex as the student, and not in the presence of a member of staff of the opposite sex unless the student requests otherwise.
- A member of UTC staff must be present during the search as an appropriate adult.
- No other student may be present during the search.
- The DSL must be informed as soon as possible and a record made on the UTC's safeguarding system.
- Parents/carers must be informed as soon as practicable after the search has taken place.

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:

- 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

- 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.
- 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.
- 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.
- 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.
- 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.
- The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result.
- 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.
- 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).
- 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.
- 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.
- 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.
- 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 or electronic cigarettes on site is not permitted and may be destroyed if not collected by Parents / Carers at a convenient time.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- 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.

- 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.
- 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.
- 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 student was searched;
- who conducted the search and any other adults or students 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 Derby and Derbyshire Safeguarding Children Partnership (DDSCP) guidance regarding 'Use of Reasonable Force' will be followed by all employees employed by the Sheffield UTC Academy Trust. Staff should also have regard to the DfE guidance Restrictive Interventions, including use of Reasonable Force in Schools (updated). When using reasonable force in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, staff must give particular consideration to the additional vulnerability of these groups and their duties under the Equality Act 2010. The UTC will seek to reduce the need for physical intervention through individual behaviour support plans agreed with parents/carers for students whose needs make such plans appropriate. (See also KCSIE 2026)

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/exclusions).

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 within 15 school days of the date on which the governing board received notice of the exclusion.

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

The Clerk will circulate the paperwork for the Discipline Committee meeting to all parties invited to attend at least 5 days in advance of the meeting.

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 requesting an independent review, which will be heard by an Independent Review Panel. The parent/carer has 15 school days from the date on which notice in writing of the Behaviour Committee's decision was given in which to apply for an independent review.

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 Sheffield UTC Academy Trust will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, the Sheffield UTC Academy 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.

15. Behaviour Protocol- The Consequence system

The purpose of the behaviour protocol is:

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

The application of the behaviour protocol at each UTC is outlined below in Appendix 1.

Appendix 1 - Overarching Behaviour Protocols

Warning – Rule Reminder

A warning can be given to an individual and also a group/class. Blanket warnings can be given for:

- Chewing
- Swinging on furniture
- Shouting out
- General 'carrying on'

Where the behaviour is particular to one student a blanket warning cannot be given for example:

- Poor levels of work
- Talking to another student across the classroom
- Distracting others

C1 - First negative behaviour

The student's name must be written on the board at this point.

C2 - Second negative behaviour

A further mark will be written on the board. A 2nd negative behaviour will also be logged by the class teacher, and this generates 2 behaviour points. Students who repeatedly receive C2s are causing repeated disruption to their own learning and the learning of others and UTC will seek to address this with parental support.

C3 - Third negative behaviour

A further mark will be written on the board. A 3rd negative behaviour will also be logged by the class teacher, and this generates 3 behaviour points. Students who repeatedly receive C3s are causing repeated disruption to their own learning and the learning of others and UTC will seek to address this with parental support.

C4 - Fourth negative behaviour or immediate C4 for Health & Safety

If a student disrupts the lesson for a fourth time the member of staff will request on call and the student will be removed from the lesson and placed either in the Reflection Room or an alternative classroom. Students will be reminded that further disruption will mean they have failed reflection and that this will result in an escalation of the sanction to C5. Students will also be reminded that a fresh start is expected at the start of the next lesson.
N.B. If students are placed in Reflection in a double lesson, then students stay in Reflection for both parts – if there is a break in between i.e. P2 to P3, the student should return for P3. If lunch is in-between then students will return to the lesson after the lunch break.
If a student's behaviour poses a Health and Safety concern a C4 can be issued immediately, and the student will be removed from the lesson.

C4 OTHER Reasons

** Students do not leave the lesson if they are given a C4 OTHER. C4 Others will also form part of the Behaviour Wave review process.

Being late to the lesson

- Failure to bring correct equipment (Maths, PE, Sport, Science)
- Refusing a reasonable request
- Business Dress issues
- Eating and drinking on corridors or in out of bounds areas
- Poor behaviour in the dining area and between lessons
- Being in out of bounds areas
- Using ICT inappropriately – games etc.
- Chewing Gum – BANNED
- Smoking/vaping by association
- Using a mobile phone, or any smart technology/headphones in lessons and/or in out of bounds area without direct permission of a member of staff.

C5

A fifth negative behaviour means that the student has repeated disruption after being removed from a lesson and this will result in a C5.

A C5 can also be issued for:

- Health and Safety
- Walking away from a member of staff
- Refusing to hand over items which are not allowed in the UTC
- Swearing
- Smoking
- Not attending SLT detention
- Accruing more than one C4 for disruption in a day

A C5 will result in a student spending a half day in the Reflection Room.

C5 Truancy – This is given for a student not attending lessons even though they are in the UTC. They can also be issued if a student leaves a lesson without permission, or a student is around the UTC anywhere they should not be.

C6 – 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. When a suspension is in place, staff will set work via ClassCharts.

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 a suspension. At this meeting the student's behaviour will be discussed and, where necessary, an Individual Behaviour Support Plan will be created. Targets from the plan will be placed on a report on ClassCharts. A student must not be prevented from returning to their timetable because a parent/carer is unable to attend the reintegration meeting. The reintegration strategy must be communicated to the student at or before their return and reviewed regularly.

Use of Mobile Phones within the UTC

Students are not permitted to use mobile phones during the UTC day. The UTC operates a mobile phone-free environment by default. Where a student is found to be using their mobile phone at a time or place where this is not allowed the following sanctions will apply. (Please note that where a smart watch is being used inappropriately the same sanctions will be applied.)

- 1st instance – C4: 30-minute detention
- 2nd instance – C4: 30-minute detention
- 3rd instance – C5: half day in Reflection + 30-minute detention
- 4th instance – C5: full day in Reflection + 1-hour detention
- 5th instance – C6: Suspension

We are committed to supporting our young people to use technology responsibly and acknowledge that being able to do so is an essential skill as they progress to employment. However, we will request that where students repeatedly fail to follow our policy with regards to mobile phones, that they are confiscated during the UTC day. We ask that parents support our commitment to responsible technology use within the UTC day.

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. 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 (ClassCharts alert or radio).

Tutors and Learning Managers will support students in reflecting on 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 ClassCharts and this is also supported by our weekly Student Briefing. 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 on their way to and from the UTC, they are classed as being the UTC's responsibility. Sanctions can be issued, and students will be spoken to if a student is seen smoking/vaping in the vicinity of the UTC. All staff are asked to report this to the Senior Leadership Team.

Matrix

Reflection Room – Information

There are clear guidelines in place for both staff and students to ensure that behaviour, conduct, and learning whilst in the Reflection Room is of a high standard.

Consequences Room: Code of Conduct

This Code of Conduct is to be read and understood by all students at the start of each session in Reflection.

Behaviour

- Always treat others with courtesy and respect.
- No talking. Please put your hand up for staff attention.
- No heads on desk / sleeping.
- No distracting other students.
- The Classroom Consequences system (C1–C4) will be used by staff to ensure appropriate behaviour at all times. The Consequence system (C1–C4) is for the duration of your time in Consequences, this process DOES NOT reset each lesson that you are in Consequences.
- A C4 in either session (08:30–12:10 or 11:15–15:30) will mean you have failed Consequences.

Learning

- You will follow your timetable whilst in Reflection.
- There is work available for each subject area designed to consolidate learning and practise important skills needed for success in each subject.
- Your subject teachers may also provide you with work to complete whilst in Reflection.
- You are expected to attempt all work set to the best of your ability.
- Please request help from the staff in Reflection if you are struggling.
- The Classroom Consequence system will be used by staff for poor effort.
- If Chromebooks are needed to complete work, the screen must be visible to staff – you will need to move your seat to the other side of your desk, so you are facing the back of the Reflection Room.
- If you fail Reflection this may lead to repeating the day in Reflection or to a suspension from the UTC.

Mobile Phones

Students are not permitted to use mobile phones during the UTC day. The UTC operates a mobile phone-free environment by default. Where a student is found to be using their mobile phone at a time or place where this is not allowed sanctions will be applied as outlined in the mobile phone guidance section. (Please note that where a smart watch is being used inappropriately the same sanctions will be applied.)

Break / Lunch

- No eating in the Reflection Room, except during break and lunch.
- Only water from a plastic bottle to be drunk throughout the day.

Toilet Breaks

- You will be able to visit the toilet during your break and/or lunch session.
- In addition, you will be permitted 1 toilet break during each Reflection session, unless you have a medical reason agreed and supported with a Toilet Pass.

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 their 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’ recorded on class charts 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/ Classcharts).

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 and Achievement Lead
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

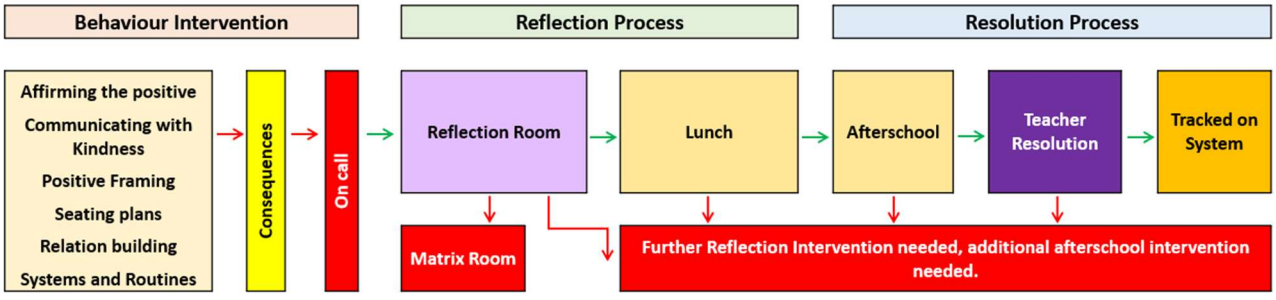
The UTC has high expectations for all students and whilst punitive approaches have merit, educationally focused practices supporting the behaviour system yield more positive and sustainable outcomes.

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 students 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)

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.



Behaviour Intervention

Consequences is used for low level behaviour.
Classroom interventions are made to ensure students are clear on the high expectations.
When students fail to meet these expectations the consequence system is used.
Students will then be picked up by on call to ensure they have time to reflect. Intervention through interaction is used to ensure the students are calm and ready to reflect in the reflection room.

Reflection Process

Reflection time is given to allow students time away from the classroom to reflect on their behaviours and how it effects themselves and others.
1st Failure to reflect will result in 30 minute matrix time before attempting to reflect again.
2nd Failure to reflect will result in a phone call home and a 30 minute reflection afterschool intervention.
All C4 will automatically trigger a lunch reflection.

Resolution Process

This is the most crucial part of the process. Now that students have had time to reflect and supported by a teacher to understand their actions, they are now ready to resolve the issue with the teacher who sanctioned the C4.
The teacher must be satisfied with the resolution and no further action is needed.
Failure to resolve with the class teacher will result in a phone-call home and a further time in reflection the next day.