

Behaviour Policy and Statement of Behaviour Principles

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Contents

1. Aims.....	2
2. Legislation and statutory requirements.....	2
3. Definitions.....	3
4. Bullying.....	4
5. Roles and responsibilities.....	4
6. Pupil code of conduct.....	5
7. Rewards and sanctions.....	5
8. Behaviour management.....	6
9. Pupil transition.....	8
10. Training.....	9
11. Monitoring arrangements.....	8
12. Links with other policies.....	8
Appendix 1: written statement of behaviour principles.....	9
Appendix 2: staff training log.....	10

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management at the UTC
- **Define** what we consider to be unacceptable behaviour, including bullying at the UTC
- Outline **how pupils are expected to behave** at the UTC
- Summarise the **roles and responsibilities** of different people in the UTC community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

To enable a consistent approach to behaviour management at WMUTC the following definitions are shared.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude towards learning and other members of the UTC community
- Not following the professional dress code

Serious misbehaviour is defined as:

- Repeated breaches of the UTC rules – 'The UTC Way'
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time (**Several Times On Purpose - STOP**)
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our UTC's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Student Support & Safeguarding committee will also review this behaviour policy in conjunction with the principal and monitor the policy's effectiveness, holding the principal to account for its implementation.

5.2 The Principal

The principal is responsible for reviewing this behaviour policy in conjunction with the Student Support & Safeguarding committee, giving due consideration to the UTC's statement of behaviour principles (appendix 1). The principal will also approve this policy.

The principal will ensure that the UTC environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and upholding the core tenet of 'Unconditional Positive Regard'
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on School Base or completing an incident form for referral to the conduct team
- Using the Conduct Isolation Room (CIR) as a resource to enable effective teaching and learning to be achieved, thus upholding the core tenet of 'Teach Not Fix'

The senior leadership team and conduct team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and 'The UTC Way'
- Inform the UTC of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the UTC promptly (Form Tutor in the first instance)

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn 'The UTC Way'
- Move quietly around the school
- Treat the UTC buildings and school property with respect
- Wear the correct dress code at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the UTC into disrepute, including when outside the UTC

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal Praise
- Letters, emails, texts, Praise Postcards, School Base entries or phone calls home to parents
- Q1st Lanyard
- Assembly Prize Draws

- Recognition Boards
- Student roles – UTC Ambassador

The UTC may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class for a short 'cooling off' period
- Expecting work to be completed at home, or at break or lunchtime
- A subject detention at break or lunchtime, or after UTC
- Community Service
- Referring the pupil to a senior member of staff or conduct team
- Letters, emails, texts, School Base entries or phone calls home to parents
- Agreeing a behaviour contract
- The CIR is fundamental to the way the UTC tackles incidents of poor behaviour.
- The CIR will be used in response to serious or persistent breaches of this policy. Pupils may be sent to the CIR during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.
- The CIR can be used to isolate an individual from a series of lessons in a subject, known as Subject Isolation.
- A planned period of time in the CIR for all subjects to de-escalate poor behaviour with the aim of avoiding exclusions. This is known as Curriculum Respite.
- Internal exclusion

Pupils who do not attend a given detention will be placed in the CIR for a detention.

The CIR is managed by the Conduct team.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. The UTC works closely with the local policing team. The UTC is informed of any police involvement they have with a UTC pupil. The UTC act on the information to determine if a further sanction is required.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the principal will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy and statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. This is supported by 'The UTC Way'

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display 'The UTC Way' rules in their classroom

- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines 'The UTC Way'
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh. Unconditional Positive Regard.
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Referral to the CIR when the learning of the group is compromised by an individual, thus upholding the tenet of 'Teach Not Fix'

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil 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

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to UTC discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The UTC recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The UTC's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition into the UTC, pupils have induction sessions at the UTC. In addition, staff members hold parent meetings during the induction period.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be sought from the previous schools. Information on behaviour issues may require a further parent meeting during induction to determine if the UTC is the most appropriate setting to meet the needs of the individual pupil.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the principal and the Student Support & Safeguarding committee every year. At each review, the policy will be approved by the principal.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Student Support & Safeguarding committee every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Strategy

Appendix 1: The WMUTC written statement of behaviour principles

At WMUTC we are committed to developing first class construction professionals. We aim to provide an environment for learning and development that is professional and business like in ethos and approach. You will therefore find a number of differences between WMUTC and your previous school, such as the use of first names and having a dress code rather than a uniform.

Staff at WMUTC will treat you like an adult because we have high expectations and expect you to conduct yourself professionally, as an adult would. We do recognise though that as a young person, there may be times when you make wrong decisions. When this happens, we will talk to you and offer guidance. For all members of the UTC, actions have consequences and there will be times when you are rewarded or sanctioned appropriately for your actions, in a similar way to an employee with a company.

We expect you to

- Respect all other people, regardless of race, culture, gender and religion, using appropriate professional language at all times, thus creating an outstanding learning environment for all where everyone feels valued and safe;
- Conduct yourself in a quiet, polite and orderly manner;
- Follow the instructions of the teaching and non-teaching staff on the UTC site, visits to other sites and other organised events;
- Follow the UTC dress code appropriate to the activities you are involved in;
- Be punctual for the UTC and for lessons;
- Line up for lessons where possible;
- Remove outer clothing (scarves, coats, gloves) whilst in the UTC;
- Leave lessons only when directed by a member of staff;
- Hand in all work on time;
- Have a pen, pencil, ruler and rubber;
- Have a bag in which to carry books and equipment and rent a locker;
- Look after UTC property, and respect the property of others;
- Be clean and tidy at all times making sure all rubbish is placed in the bins provided;
- Work to the best of your ability during lessons and be willing to take part;
- Bring in notes explaining absence from the UTC;
- Have mobile phones, iPods and other devices silenced when involved in UTC activities;
- Use ICT equipment within the guidelines of the Acceptable Use policy that you have agreed to.

As with any business, the UTC and the entire site is strictly a no-smoking area (including the use of e-cigarettes.)

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Student Support & Safeguarding Committee every year.

Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

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