

Behaviour Policy and Rewards Policy

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Acknowledgements: Some elements from the OGAT, Wellspring, Rodillian behaviour policies

Values and Principles

- At the heart of our behaviour policy is the principle that co-regulation of students' behaviour will eventually lead to self-regulation
- The UTC employs a positive approach to behaviour management, which does not rely on punishment, but instead seeks to educate the student and fundamentally change his/her behaviour
- Relationships are key to emotionally intelligent behaviour management
- Celebration and positivity is the most effective strategy in encouraging improved behaviour
- Routines and boundaries are reinforced through the UTC rules: Ready, Respectful, Safe
- We share these values and principles with our business partners and use them to prepare students for their future outside of the UTC

Staff Characteristics

- Staff should always:
 - Wipe the slate clean after instances of challenging behaviour
 - Treat students with empathy and respect
 - Have unconditional positive regard for every student
 - Understand that attachment disorders, trauma and SEND all impact on students' behaviour
 - Create meaningful relationships with students, so that students know that they are cared for and safe
 - Accept when he or she is wrong and be open and honest in discussing this with students
 - Remain calm and approachable, using non-confrontational body language
 - De-escalate situations
 - Engage with a restorative approach to 'natural consequences'
 - Endeavour to give students strategies and opportunity to remain within the learning environment, recognising the negative impact of withdrawal from a lesson on a student's progress
- Staff should never:
 - Shout in anger
 - Argue the rights/wrongs of a situation during a lesson or in front of other students – the teacher does not need the last word
 - Use 'banter' to belittle or humiliate a child, or as a form of 'punishment' for behaviour
 - Compare students to their peers
 - Use threatening stances, gestures, or facial expressions
 - Make a child feel unwanted in his/her classroom
 - Make students wait in the corridor
 - Discuss incidents with students during lessons, or in the corridor, whilst a lesson is taking place

Moderating behaviour within the classroom

Behaviour Management

- Teachers should manage behaviour using the variety of strategies they have developed during their careers
- Misdemeanours should be dealt with using a reminder of the Ready, Respectful, Safe, Professional rules and by logging incidents on SIMs (by right clicking a student name on the register, in order to reduce teacher workload) – these incidents will be tracked by tutors and the pastoral team
- To treat students fairly, teachers need to understand that it would be unfair to treat all students in the same way
- No student names should ever be written on the board to log instances of poor behaviour
- If a student appears to be suffering emotional distress, a student can be sent to the 'Safe Place' behind the pastoral office, as an alternative to the withdrawal room
- Mobile phones should not be seen or heard in school – if a student's phone is seen, the phone should be confiscated until parents can collect it. Year 12 and 13 students are allowed to use mobile phones in the common room area only, otherwise the same rule applies.
- It is not safe for students to wear excessive jewellery, so this should be kept to one stud per ear and a watch. Acrylic nails are not permitted.
- Whole class sanction should not be used in instances of collective poor behaviour

Student withdrawal

- Teachers should use their own professional judgement to determine when a student may need to be withdrawn from the learning environment
- If a student is at risk of withdrawal, the staff member should give the student a clear and private warning, along with a strategy to avoid withdrawal – this should also be logged on SIMS
- Immediate withdrawal, without employment of other behaviour strategies, should only be used in extreme instances of dangerous or defiant behaviour
- Students being withdrawn from the learning environment should be sent to the withdrawal room - an email should be sent to the On-Call Request email group, so that members of SLT and the pastoral team are made aware – the teacher should also indicate what work the student will miss as a result of withdrawal, so that the student can catch up – withdrawal should also be logged on SIMS
- A member of SLT or the pastoral team should have a restorative conversation with the student at the earliest convenience, ideally during the period during which the student has been withdrawn. The member of staff and the student should agree a 'natural and logical' consequence for the behaviour – the agreed consequence should be logged
- Once the student has made a commitment to making amends for their behaviour, the student should return to their next lesson as soon as possible (temporary withdrawal)
- If a teacher withdraws a student, the teacher should have their own restorative conversation with the student, before the next lesson, to avoid future withdrawals
- If a student is withdrawn from two lessons during one day, the pastoral team has the discretion to extend withdrawal for the rest of the day, to address the students' needs in more depth

Serious Incidents

- Serious incidents are incidents which warrant further investigation. These may include incidents where:
 - A student challenges another person's right to be safe from harm, violence or verbal abuse
 - A student's behaviour could be considered criminal

- A student is defiant towards a member of staff, despite 'take up time' to make the right choice
- Instances of racism, homophobia, sexual harassment, or bullying
- Exclusion, or suspension short of exclusion, will be considered for serious incidents, specifically where restorative work will require additional time to prepare, or where it would not be appropriate for the student to remain in lessons, or on site, until the work has taken place
- The length of exclusion or suspension will be dependent on the time needed by staff to organise a restorative conversation with appropriate stakeholders and agree an appropriate natural consequence – exclusion or suspension will not be used as a deterrent or as a punishment in its own right
- In incidents of repeated serious incidents, the student may enter into a bespoke disciplinary style system, whereby further incidents lead to an escalation of consequence

Persistent Poor Behaviour

- If a specific misdemeanour becomes a reoccurring issue – e.g. lateness, chewing gum, lack of work in lessons – this should be picked up by the student's tutor. The tutor should then discuss the area of concern with the student and agree strategies to address the issue
- If disruption to others' learning results in a student being frequently withdrawn from lessons, the student, Learning Manager, SENDCo and parents should meet to agree targets for an Individual Education Plan, considering barriers to learning and behavioural needs – this will be reviewed as appropriate
- Suspension will only be considered as an absolute last resort

Role of the Learning Mentor

- Review misdemeanour report from SIMS once per week
- Identify concerns with reoccurring issues and address causes
- Log stamps and student rewards by checking students' planners every week
- Deliver relevant SMSC and British Values sessions, as per the SMSC timetable
- Act as an initial point of contact for parents and staff, should concerns be raised regarding a tutee
- Act as a champion, mentor, and positive role model for mentees

Positivity and Reward

- Planners should be used to track student praise and reward:
 - Positive comments in planners for the best two students of every lesson taught
 - Around school positive comments given for behaviour which exemplifies our ethos
 - If student achieve eight positive comments in one week, students will receive a reward, such as lunch with the Principal
 - Stamps issued in planners to reward students who perform at their personal best during a lesson
- Students can also be rewarded by:
 - Postcards home
 - Wrist bands
 - Positive phone-calls/emails
 - Rewards assemblies
 - Rewards trips

- Certificates
- Reward lunches
- Personalised effort rewards

Monitoring and Tracking

- Student withdrawals are logged with date/time and reasons - cross referenced at the end of each day to ensure accurate record keeping (natural consequences should also be logged)
- Exclusions and 'suspensions short of exclusion' are logged with date/time/reason/duration
- Serious incidents are logged with date/reason/natural consequence
- Effort scores tracked at each KPI – (1) Excellent, (2) Good, (3) Satisfactory, (4) Cause for concern
- Misdemeanours are tracked using SIMS reports
- Withdrawal warnings are also tracked using SIMS reports, in order to track low-level disruption

Written Statement of Behaviour

Section 88 of the Education and Inspections Act 2006 requires governing bodies and management committees of maintained schools to have regard to the statutory guidance from the secretary of state for Education in making and reviewing a 'written statement of behaviour'. The Statement of Behaviour Principles will be reviewed regularly to take account of any legislative or other changes which may affect the content or relevance of this document.

Any person whose work brings them into contact with learners, including volunteers, must follow the principles and guidance outlined in the UTC Behaviour and Rewards Policy. All young people and staff have the right to feel safe at all times whilst in the UTC. There should be mutual respect between staff and learners; learners and their peers; staff and their colleagues; staff and parents or other visitors to the UTC.

All members of the UTC community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal UTC hours, will be dealt with in accordance with the Behaviour and Rewards Policy. We are an inclusive UTC. All members of the UTC community should be free from discrimination of any description. The Behaviour and Rewards Policy must emphasise that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is unacceptable. Measures to counteract bullying and discrimination will be monitored for their effectiveness.

The UTC has a legal duty to comply with the Equality Act 2010 – the Behaviour and Rewards policy must seek to safeguard vulnerable learners, particularly those with special educational needs where reasonable adjustments may need to be made.

The UTC Behaviour and Rewards Policy must include details of the rules. These should set out expectations of behaviour, be displayed in all classrooms, and shared with and explained to all learners. The Governors expect that any UTC rules are applied using an emotionally intelligent approach to behaviour management. UTC behaviour rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and issue natural consequences for inappropriate or unacceptable behaviour.

The Governors expect the Behaviour and Rewards Policy to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole UTC. The rewards system will encourage good behaviour in the classroom and elsewhere in the UTC. The Governors expect that any rewards system is explained to others who have

responsibility for young people such as extended UTC provision and, where applicable, parents so that there is a consistent message to students that good behaviour reaps positive outcomes. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Natural consequences for unacceptable/poor behaviour should be applied using an emotionally intelligent approach, seeking to educate the child and encouraging self-regulation. The UTC Policy should also explain how and when exclusions will be used as a consequence.

The Policy should also include the provision for an appeal process against a consequence where a student or parent believes the UTC has exercised its disciplinary authority unreasonably. The Governors, however, believe that exclusion should only be used as a last resort. The Principal may inform the police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place. It is important that natural consequences are monitored for their proper use and effective impact.

The Governors expect the Behaviour and Rewards Policy to clearly explain to staff and others with authority their powers in relation to the screening and searching of learners for items which are 'prohibited' and/or banned and that there is clarity on when 'reasonable force' may be used or circumstances where pupils may be restrained. The governors expect that appropriate and 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques.

The Governors expect the Policy to clarify that students are under the remit of the UTC Behaviour and Rewards policy when:

- Taking part in any UTC-organised or UTC-related activity
- Travelling to and from UTC,
- Identifiable as a learner at the UTC
- Behaviour could have repercussions for the orderly running of the UTC
- Behaviour poses a threat to another learner or member of the public
- Behaviour could adversely affect the reputation of the UTC

Exclusions

The Principal retains full authority to vary the length of any exclusion. The UTC recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that exclusions would not exceed 5 days fixed term.

No student will receive greater than 45 days' exclusion in any one academic year in accordance with "Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion." The next stage involves a student being permanently excluded for persistent disruption.

Please note that a principal also retains the right to permanently exclude a student for persistent disruption even if they have not reached 45 days.

The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance, "Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion."

A decision to exclude a pupil permanently will only be taken:

- Where allowing the pupil to remain in the UTC would seriously harm the education or welfare of the pupils or others in the UTC

- In response to serious or persistent breaches of the UTC's behaviour policy (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)
- The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence.

These offences might include:

- Serious actual or threatened physical assault against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Possession of an illegal drug with intent to supply
- Carrying an offensive weapon
- Making a malicious serious false allegation against a member of staff
- Where potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

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.

A Principal may also permanently exclude a student for:

- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying)
- Repeated possession and/or use of an illegal drug or drug paraphernalia on UTC premises
- An offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the UTC community
- 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

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 to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc. 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.

Searches

Where a search of an individual or their property is required it will only be undertaken by a Senior Leader and in the presence of one other member of staff. In addition to the practice identified in the DfE guidance, the UTC also bans 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 and as a result a student and their possessions may be searched for such items.

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 (SiD, 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 consider to be 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, lighters.

The Principal will use their discretion to confiscate, retain and/or destroy or return 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 up to 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 will 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 finds 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 will not include returning them 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.

CCTV

The UTC may use CCTV for the purpose of maintaining discipline and managing behaviour and safety.

Use of Reasonable Force

Please refer to the DfE guidance "Use of reasonable force. Advice for Head teachers, staff and governing bodies". All members of UTC staff have a legal power to use reasonable force. This power applies to any member of staff at the UTC as directed by the Principal.

Police

The UTC will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, the UTC 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. Further information on the role of Safer Schools Partnerships can be found in the Safer Schools Partnership

Guidance document available on the internet:

https://www.education.gov.uk/publications/eOrderingDownload/Safer_Schools_Guidance.pdf