

**DRAFT**

## **Behaviour Policy and Rewards Policy**

*Effective from: September 2019*

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“Delivering academic excellence through outstanding teaching with first class employer engagement to deliver innovative design challenges, to enable our students to be knowledgeable, skilful and able to solve complex problems. Our world-class STEM teaching will deliver competent mathematicians and writers, who can do research, investigate questions and express themselves creatively and confidently as they prepare for their next steps into successful engineering career pathways.”

### **Our Values and Principles**

At the heart of our school are three core values: professionalism, responsibility and loyalty. We believe that these values characterise everything we do. It is our way and underpins everything we believe in. Teaching our students how to be professional will ensure they step into their engineering career pathways confidently. Knowing our students leave us as responsible adults also allows us to be safe in the knowledge that they will be skilful, able to solve problems, and ask the right questions to improve. Being loyal creates the right atmosphere for world-class teaching: we are all part of the same team.

To achieve our way, we reinforce the values through clear routines and consistent boundaries. We celebrate regularly and give praise to those who go above and beyond in being professional, responsible and loyal. If things go wrong, we support students in understanding how to make it right as we firmly believe co-regulation of students' behaviour will eventually lead to self-regulation. We make all decisions in the best interests of our students, not relying on punishment, but on how to educate the student and fundamentally change his/her behaviour. However, alongside this, we believe in celebrating our culture, value and vision and, most importantly, we share our values and principles with our business partners and use them to prepare students for their future outside of the UTC.

### **Our Visible Consistencies**

#### **Staff**

The culture we create begins with the adults. Structure liberates and, in establishing visible consistencies, we model and reinforce our way and school values: professional, responsible and loyal.

#### **Professional**

- Have 100% positive regard for all students day in, day out: these are **our** students.
- Be ready: arrive on time, greet students at the door, have a Do Now task ready.

- Be prepared for all duties and lessons: arrive on time, have resources ready.
- Follow appropriate policies and procedures

### **Responsible**

- Teach brilliant lessons by being prepared, planning, differentiation, varied teaching strategies and maximising learning time.
- Challenge passive behaviour and ensure students are engaged or supported in making positive choices.
- Exercise emotional intelligence and control, including accepting blame.
- Always follow the health and safety expectations of the school.

### **Loyal**

- Show loyalty to the UTC and all we believe here at all times: *school first, me second*.
- Know how we do it here and follow our systems, routines and policy in a consistent way.
- Build appropriate relationships with the whole team of staff and students.
- Always help. Provide the necessary to support to everyone.

### **Student**

Students should be expected to show the same level of professionalism, responsibility and loyalty at all times in the school day: in lessons, during breaks and outside in the community.

	<b>Professional</b>	<b>Responsible</b>	<b>Loyal</b>
In lessons	<ul style="list-style-type: none"> <li>• Display employability skills, such as shaking hands at the door and professional language.</li> <li>• Arrive on time, ready to learn, with a thirst for knowledge.</li> <li>• Be prepared to learn with the right equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Take ownership of learning: ask for support and extension tasks; complete work to the best of your ability.</li> <li>• Let others learn: encourage them to do so.</li> <li>• Take responsibility for your own actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Support the learning of others, knowing our goal is for all to achieve their best.</li> <li>• Work with the teacher to support learning.</li> <li>• Talk through differences with staff, but make sure it is the right time, right place, right mood.</li> </ul>
At break times	<ul style="list-style-type: none"> <li>• Display employability skills: be safe, be appropriate and be well-mannered.</li> <li>• Be sensible and safe around the building</li> </ul>	<ul style="list-style-type: none"> <li>• Look after the environment.</li> <li>• Look out for yourself and others: be safe, be supportive.</li> </ul>	<ul style="list-style-type: none"> <li>• Help staff and other students create a safe, enjoyable and positive environment.</li> </ul>
In the community	<ul style="list-style-type: none"> <li>• Act appropriately in public and in representing the UTC: display employability skills, use professional language and maintain positive</li> </ul>	<ul style="list-style-type: none"> <li>• Look after the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Look out for each other and the school. The UTC first, me second.</li> <li>• Show the UTC in a positive light at all times.</li> </ul>

	relationships with members of the community.	<ul style="list-style-type: none"> <li>• Take care of yourself and be safe, especially in busier areas.</li> </ul>	
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## **Our Termly Praise and Recognition Awards**

### **Daily Rewards**

Every student has the opportunity to achieve daily rewards for their efforts in the following ways:

- Completion of a quality on Culture Passport
- Verbal or written recognition of efforts in lessons
- Postcards home

There is no need to log this on SIMS.

### **Weekly rewards**

Each week, every member of staff will choose three students and complete the following:

- A nomination for a piece of work to be displayed on the Wonderwall
- A nomination for 'Choc & Chat' with the Principal, Head of School, members of the senior team and/or nominated staff or visitors
- Phone call home
- Email home

Staff members will share their nominations with the Professional Standards Team each Friday, to promote further recognition of these awards. The member of the Professional Standards Team will log this on SIMS as 'Staff Nomination'.

### **Termly rewards**

Each term will begin with a rewards assembly, based on the efforts of the previous half term. This is so everyone is refocused on the way we do it here. Students who are eligible will receive one or more of the following awards.

In an academic year, once they achieve the certificate three times, they will be given the badge – to show they are a true leader and embody the way we do it here. Any subsequent awards following this will be awarded as bronze, silver and gold.

*Any student who achieves Gold in Professional, Responsible and Loyal in a school year will be awarded a mark of special recognition.*

<p><b>The Professional Award</b></p> <ul style="list-style-type: none"> <li>• Exhibits employability skills all of the time: shakes hands, sensible manner on corridors, no uniform issues</li> <li>• Above 95% attendance</li> <li>• No unexplained late marks recorded</li> </ul>
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### **The Responsible Award**

- Less than three behaviour sanctions recorded during the half term
- No intentional health and safety breaches during the half term
- Restores relationships with staff and students; works hard to support others and work well with them

### **The Loyalty Award**

- Completion of the Culture Passport for that half term
- Represented the UTC in a positive way
- Was a positive influence in a team, group or class setting, resulting in a praise nomination on a Friday by a staff member

### **The Over & Above Award**

Unlike other awards, this is personal to the student and can only be awarded by recommendation from staff members through one of the following:

- Participation in an enrichment activity, requiring time above and beyond the school day
- One of the first 10 students to hand in the Culture Passport reward
- Commitment to curriculum through attending additional lessons or interventions to support individual progress

### **The Positive Commitment Award**

Unlike other awards, this is personal to the student and can only be awarded by recommendation from staff members through one of the following:

- Significant reduction in withdrawals
- Significant improvement attitude to learning in lessons
- Significantly improves punctuality or attendance

The SLT member responsible for Professional Standards will log these achievements on SIMS and monitor and track instances where students have been awarded more than once in any academic year to provide further celebration.

## **Our Boundaries**

### **Classroom Behaviour**

Negative behaviour choices in a classroom can often be a slope to further sanctions. Our policy intends to support students in making the right decisions by offering support or time out from an environment. Complete removal from a lesson is a last resort and the expectation of any and every removal is to put the relationship right through restorative conversation and, as a minimum, catching up on missed work.

The following structure should be used.

In classroom behaviour	Reminder	<p>Student reminded to be professional, responsible or loyal. Teacher asks students if they need support and states an expectation.</p> <p><i>'Name you are not being responsible as you haven't started working yet. Do you need any support? Ok, I'll be back round in five minutes and I need you to be on with question two by then.'</i></p>
	Warning	<p>Negative behaviour choices continue. This could be an escalation or a new behaviour preventing learning. Teacher issues a three-step private warning.</p> <ol style="list-style-type: none"> <li>1. State the behaviour concern and how the behaviour impacts on learning of the student and/or others</li> <li>2. Remind students of a time they did make the right choice</li> <li>3. Provide a clear strategy</li> </ol> <p><i>'Name, you're still not working. That's not ok as it means you're not learning or working towards our values. Remember last week when you produced the grade 7 essay, what was different then? I need you to channel some of that focus please.'</i></p>
	Support (Withdrawal)	<p>Negative behaviour choices continue. This could be an escalation or a new behaviour preventing learning. Teacher uses professional judgement and sends student to Support in F01 (library). The student may return back to lesson so de-escalation language is important here.</p> <p>Staff should complete the slip to provide staff in Support with information about the removal.</p> <p><i>'Name, unfortunately you haven't made the right decision and started to do your work. I don't think this classroom is the best place for you right now. I'll see you when I can for a catch up about it and I'd like to see x, y and z completed by then.'</i></p>
In Support		<p>A member of the Professional Standards and Inclusion Team will greet the student, take the slip and radio for On Call.</p> <p>The student will collect a restorative form to begin reflecting on what happened. Once this is completed, student must complete the work set by the classroom teacher. If it is not completed now, it will be sent home with a note and need to be brought back the next day.</p>
		<p>On Call arrives and 'diagnoses' the situation: What happened? Why did it happen?</p> <p>A decision will be made as to what is best for the student. Where student has a Behaviour Support Plan, strategies stated on there should be used as the priority.</p> <p>Support could be:</p> <ul style="list-style-type: none"> <li>• Restorative chat</li> <li>• Discuss with teacher – do you need me to cover the lesson for five minutes so you can talk to the student?</li> <li>• Student remains in Support room for the duration.</li> <li>• Call home and talk to parent about behaviour</li> <li>• Relocate student to a different room</li> </ul>

<b>End of the day</b>	<p>At the end of the day, any student who has been removed from a lesson must go to Support at the end of the day to either return the signed restorative slip to confirm they have had a restorative chat with the staff member involved or to wait for the staff member to discuss the behaviour incident.</p> <p>Failure to do this will result in On Call contacting home the following morning and student being isolated until the conversation has taken place.</p>
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### **Two removals in a day**

When On Call is contacted, the Professional Standards and Inclusion Team member in the library should make SLT aware.

A natural consequence should be issued and, where possible, a phone call home should be made.

### **Three withdrawals in a day**

Student will be internally excluded for one day. Student will complete classwork from lessons and this will trigger a Behaviour Support Plan (appendix 1). Parents will be invited in to complete this with the student.

### **Persistent Negative Behaviour**

Timely intervention and support is key to ensuring students can self-regulate and make the right choices. As such, information sharing is key.

During fortnightly line management meetings, the Professional Standards and Inclusion Manager and the Assistant Principal for Professional Standards will discuss the behaviour records on SIMS and trends, including:

- students with the most withdrawals and behaviour records since the last meeting
- students with the most withdrawals and behaviour records overall
- staff trends in withdrawals

Appropriate support will then be discussed. In some instances, a Behaviour Support Plan may be created. This is completed between a staff member, parent/carer and student, to openly discuss behaviours, triggers and strategies, as well as creating a Positive Commitment to help improve the behaviour over time.

### **School Behaviour**

*Other behaviour issues:* around the UTC, outside of lessons, there may be times where things go wrong. Staff are to record these instances on SIMS, ensuring effective follow up at some point. Staff should record these instances as either **Unprofessional, Irresponsible, Disloyal**, providing a brief comment as to what the behaviour was, location, time and date, as well as Action Taken.

*Lunch and Break times:* inappropriate and unsafe behaviour will result in students being sent to detention in order to encourage self-regulation of behaviour. Staff member on duty in detention to record this as **Unprofessional, Irresponsible, or Disloyal** on SIMS, citing time of day as lunch and Lunch Detention as Action Taken.

Staff should always use the call and response micro-crypt:

*“Name, that behaviour was disloyal/unprofessional/irresponsible, how could you have behaved differently?”*

If, at lunch time, the behaviour continues, then a reminder and warning can be issued – as in classroom – before being sent to lunch time detention.

*Uniform and Jewellery:* parents will be contacted if students arrive to the UTC in items that contravene the uniform policy. This will be reviewed on a case by case basis and, where possible and appropriate, alternative items will be offered to be worn. Defiance and refusal of attempts to support student in wearing professional attire will result in sanctions being applied.

*Mobile Phones:* students are not permitted to use mobile phones throughout the school day. Mobile phones should not be seen or heard in school. If a student’s phone is seen or heard, the phone should be confiscated until parents can collect it, or it will be kept in the safe until Friday. Year 12 and 13 students are allowed to use mobile phones in 6<sup>th</sup> Form areas, otherwise the same rule applies.

*Late to school:* students who are late to school will receive a lunch time detention.

*Health and Safety:* a health and safety incident is one that is so dangerous it will result in the immediate withdrawal of a student without any reminders or warnings. Staff should complete a slip, stating health and safety on the top. On Call to discuss with the teacher regarding appropriate work to be completed in the Support room.

*Misuse of ICT:* instances of ICT misuse can result in the termination of computer access for a period of time. These should be logged on SIMS and parents contacted.

### **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.

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

# APPENDIX 1

## Behaviour Support Plan



Name of student	
Year group	
Tutor group	
Date	

<p><b>Background information</b>  <i>Is there anything outside of school? Are external services involved? Are there any historical issues?</i></p>	
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<u>Behaviour in need of support</u>	<u>Warning signs, triggers, secondary behaviours</u>	<u>Strategies to support</u>
	•	•
	•	•
	•	•

<p><b>Positive Commitment:</b> <i>what commitment will the student make to improve their behaviour? How will it be recognised and praised?</i></p>

<p><b>Plan B:</b> <i>If it goes wrong, how can the school support? Who are the best members of staff to support the student to co-regulate their behaviour?</i></p>

<u>Review date</u>	
<u>By who?</u>	

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