



Doncaster UTC: Behaviour Policy
Effective Date: June 2021
Review Date: June 2022



Status	UTC Specified
Responsible Committee	Local Governing Body
Author	Senior Assistant Principal
Target Audience	All Stakeholders
Date Policy Agreed	June 2021
Review Date	June 2022
Principal Signature	
Chair of Governors Signature	



**SHAPING CAREERS
FORGING FUTURES**



Aims

The UTC's expectations for behaviour, as set out below, are communicated to parents, carers and students through our website.

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Parents / carers are asked to support this policy and sign the Partnership Agreement when students enter the school.

PHILOSOPHY

We believe that all members of our UTC community should be able to learn and achieve their full potential in a safe, secure, purposeful and orderly environment in which everyone is treated with respect.

We have high expectations of everyone and are committed to ensuring that we do not discriminate against anyone, be they adult or child on the grounds of their race, nationality, disability or SEN, gender, including transgender, age, sexual orientation, maternity and paternity, religion or belief.

We expect everyone to show respect for:

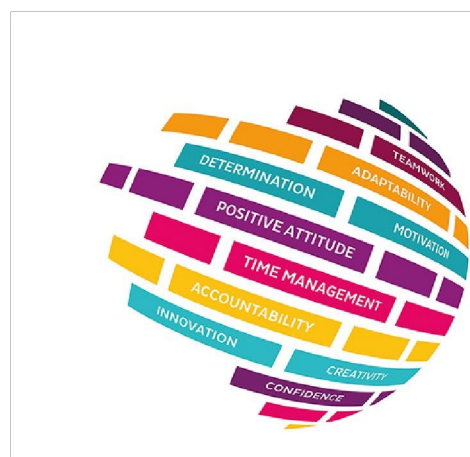
- Themselves and others

It is important to remember we all share a responsibility for learning we:

- make it as easy as possible for everyone to learn and for teachers to teach;
- listen when someone else is speaking;
- respect the views of others;
- be proud of achievements – our own and others;
- never judge others negatively or put them down.

It is important to remember you are responsible for your own learning:

- arrive on time for lessons, with the appropriate books and equipment and a positive attitude;
- be determined to complete work to the best of your ability and do your best in class and in enrichment; be prepared to implement effective time management strategies to meet deadlines;
- think things through for yourself but be prepared to work as part of a team.
- be prepared to be adaptable, things don't always happen the way we want them too.



We all want to make the UTC a safe and happy place for learning:

- be motivated to learn, but courteous and helpful to all in the UTC;
- co-operate with all requests from staff, having accountability for your own actions.
- help to keep the UTC a pleasant place to work in by taking care of the buildings and furniture.
- look after your own property and do not damage or take things belonging to other people.

**SHAPING CAREERS
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It is important to remember that on the buses and in the community the good name of Doncaster UTC is kept by everyone in our school:

- take pride in your UTC and wear the business dress correctly;
- help others where you can;
- be a positive representative of our UTC.

Our high expectations continue beyond the UTC gate. All students know that incidences of bullying, intimidation or involvement in crime will be investigated and followed up at the UTC and that we will involve other agencies, if required, such as the Police.

This is important especially when the incident:

- could have repercussions for the orderly running of the UTC;
- poses a threat to another student, member of staff or member of the public;
- adversely affects the reputation of the UTC or our partners and sponsors.

We recognise that good behaviour is best achieved through:

- consistency;
- high expectations;
- a focus on learning;
- praise and rewards.

To achieve consistency, we have clear classroom routines and practices and there is an agreed system of rewards and sanctions used by all staff. A big part of the classroom routines will be the use of collaborative learning to support knowledge retrieval.

PRAISE AND REWARDS

Students are encouraged to aim for continuous improvement in all aspects of learning and behaviour. We know that praise and recognition of effort and achievement increases students' self-confidence, self-esteem and motivation and results in improved learning and behaviour. A wide variety of rewards may be used such as:

- praise from the teacher, tutor, SLT;
- praise postcards from subject or pastoral teams;
- certificates, for example, for good or improved attendance, contribution to the school;
- gold commendations may be awarded for excellence in progress and achievement;
- recognition for success within the tutor group and in assemblies.
- celebration on successful completion of all 12 employability skills

Awards Events

Awards events are held every year with the aim of rewarding examination and other successes for all students. High expectations of student behaviour will reflect that seen in school during school events and trips.

Sanctions

We aim to be consistent and fair in our response to unacceptable behaviour and to help students to learn from their mistakes so that the poor behaviour is not repeated.



When a student fails to meet our expectations, we use a range of sanctions. Most instances of unacceptable behaviour are minor and are best dealt with by the class teacher or tutor. It is important that parents and carers are informed of any further actions.

When deciding upon any sanction we will consider whether the student has protected characteristics such as disability or race and if the student comes from a group vulnerable to exclusion.

Sanctions include:

- Issuing a reminder about expectation (no recorded)
- Classroom teacher or tutor issuing a verbal warning (recorded)
- moving the student to an alternative place to work. (This may include an office, another classroom or a 6th form class);
- Curriculum Directors issuing a written warning (recorded)

Should a student receive 3 verbal warnings they will be placed on Curriculum Director Report, 4 verbal warnings in a subject area the Curriculum Director will issue a written warning resulting in the student being taught in 'Focus Room' for that specific subject until the student has demonstrated they are willing to learn without disrupting others. The Senior Assistant Principal will be responsible for monitoring each student's progress and their Attitude to Learning.

Should a student receive 6 verbal warnings they will be monitored by SLT and 12 verbal warnings in a half term will result in students having access to the 'Focus Room' for a limited period of time. This will give an opportunity to assess a students' needs and where necessary draw up a pastoral support plan, which might include multi-agency support. Weekly reviews will take place and when students demonstrate they are able to attend lessons without disrupting learning, they will be re-introduced gradually and periodically monitored against the UTCs Attitude to Learning (ATL) descriptor.

A range of additional sanctions will be used depending on the nature of the concerns.

These may include:

- report system - a student is given a report with agreed targets for improved behaviour for one subject area, this will be managed by the Curriculum Director;
- Whole school report monitored by the Learning Manager.
- Senior Leadership Report monitored by a member of the team.

Parents and carers need to be fully aware and involved in checking the report and being part of the process for positive reinforcement. Reasonable adjustments to the tiered behaviour response will be made where students have been identified as having a SEND need.

Internal Inclusion (Focus Room)

If it is felt that other strategies have not resulted in improvements or if there has been serious disruption within a lesson, a student may be removed from the rest of the school environment and asked to work in the 'Focus Room'. A student may be withdrawn from lessons in this way until they are able to discuss and agree how they will remain in class without disruption to others' learning. It is important that any withdrawal from lessons does not mean that the student falls behind and it will be the responsibility of the Curriculum Directors to ensure this does not happen.



In order to access the school's classroom learning environment a three-way discussion with a senior member of staff in which there is an agreed way forward or a behaviour contract will be issued. At this point students may be referred to an 'Employer Panel' in order to understand how this level of behaviour would be perceived in the real world of employment.

Internal isolation is also used as a sanction when it is felt that the student needs to be separated from other students for their own needs or for the needs of others. During this time the student is encouraged to reflect upon the reasons for the isolation and to guarantee that they are able to return without causing disruption or upset to other students.

Fixed Term Exclusion

Fixed term exclusions will be issued by the Principal (or member of the Senior Leadership Team if delegated) and only be used if all other strategies have been exhausted. Breaches to the behaviour policy can result in fixed term exclusions where a lesser sanction is deemed not suitable by the Principal. Examples of where fixed term exclusions may be used include:

- verbal assault toward a Senior Leader
- vandalism
- failing to follow a reasonable request by a Senior Leader
- physical assault

Reintegration Meetings

Parents/carers will be expected to attend a reintegration meeting following a temporary suspension (fixed term exclusion). The purpose will be to discuss the exclusion and a way forward for the student with the aim of modifying their behaviour, so they are safe, respectful and responsible and move towards the top of the pyramid.

Exclusion

A permanent exclusion can be issued by the Principal for extreme violation of our expectations of students to be safe, respectful or responsible. Whilst this list is not exhaustive, the following are examples of behaviour which can result in permanent exclusion:

- 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 (items judged by the principal to be carried with the potential to inflict injury on another individual);
- making a malicious serious false allegation against a member of staff;
- potentially placing students, staff and members of the public in significant danger or at risk of significant harm;
- persistent disruption and defiance including bullying (which could include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises;
- deliberate activation of the fire alarm without good intent;
- repeated or serious misuse of the UTC's computers by hacking or other activities that compromise the integrity of the computer network;
- verbal abuse or repeated verbal abuse to an employer partner
- any other offence not on the list but is, in the opinion of the Principal, so serious that it warrants permanent exclusion.



Discretion

No behaviour policy can cover all eventualities. The Principal reserves the right to use their discretion, in line with this policy, to help UTC students make better choices and learn the right lessons in order to move towards the top of the pyramid.

Written Records

It is important that any incident or concern is recorded; dated and shared with relevant members of staff and that the school's system for recording is followed. All incidents / concerns are also seen on a weekly basis by the Senior Assistant Principal who has an overview of the whole school and ensures that appropriate intervention is in place if required.

Powers to Search and Confiscate

Section 91 of the Education and Inspections Act 2006 enables a member of staff to confiscate, retain or dispose of a student's property, where reasonable to do so. This will always be considered very carefully before any member of staff asks a student if they are willing to be searched or have their possessions searched. School staff can search a student for any item if the student agrees. Formal written consent is not required, and parents do not have to be informed beforehand. Staff must make a record of any search that takes place and inform parents. (Advice for Headteachers, Staff and Governing Bodies, 2012.DFE)

In cases where it is suspected that a student may have a prohibited item the Principal has the power to authorise a search without consent. Prohibited items are:

- Knives - any type of blade or knife, irrespective of blade length or function, are not permitted to be brought to school or within Doncaster UTC's grounds.
- Weapons.
- Alcohol.
- Illegal drugs (see Misuse of Drugs and Substances Policy for definitions).
- Stolen items.
- Tobacco and cigarette papers.
- Vape pens and liquids, and any other electronic cigarette products
- Fireworks.
- Pornographic images.

Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, cause personal injury to or damage the property of any person including the student:

- Staff should always have another adult present.
- The member of staff conducting the search and the other adult present should be of the same gender as the student.
- Place the item in a sealed envelope and include details of the date and time of the incident. Included with the item should also be a note giving details about who was present. The substance should be stored in a secure location with limited access.
- A report of the whole incident must be filed in accordance with school policy.
- If required, we will ask the Police to collect the item.



Use of Reasonable Force

We follow the guidance in the document from the DFE "Advice for headteachers staff and governing bodies Use of reasonable force." Doncaster UTC will work to ensure that only restraint techniques listed in that document will be used. This will be facilitated by having no fewer than four members off staff trained in their use. These trained staff members will pass on their knowledge to their colleagues by way of peer-to-peer training. We do not expect reasonable force to be a method used to control the behaviour of our students at Doncaster UTC very often.

The term reasonable force covers the broad range of actions that involve a degree of physical contact. Reasonable force is only ever used to restrain or to control a student who may be a danger or risk to themselves or others if they are not guided away from a situation. It will only be used in order to diffuse a potentially dangerous situation or to prevent harm. This may include guiding a student by the arm to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Control means passive physical contact standing in between students or blocking a student's path. Staff will always try to avoid having to use force or control of any kind and will always avoid acting in any way that might cause injury. In extreme cases it may not always be possible to avoid injuring the student. Before reasonable force is used there will be risk assessment made (immediately) and the response will consider the individual needs of a student, and reasonable adjustments made where deemed necessary.

It is always unlawful to use force as a punishment.

After any situation where, reasonable force has been used, we will always investigate and see if there was an alternative that staff could have used.

The DFE gives the following examples of where reasonable force may be used. Schools can use reasonable force to:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a student leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student or to stop a fight in the playground.
- Restrain a student at risk of harming themselves through physical outbursts.

Full details of any requirement to restrain a student will be kept, including date and time, location and names and statements from witnesses. Details of communications with parents about the incident will also be kept, be these written letters or emails or notes of telephone conversations. These details as well as witness statements are to be recorded as soon as reasonably possible after any incident.



Damage to UTC Property and Equipment

The UTC may charge parents and carers of students at the UTC for any damage to the building, property, equipment, furniture, etc. that is caused by students through negligence, malice or accident. This will be the absolute discretion of the Principal, and the proportion of the cost of replacing new for old will be decided for each case.

Roles and Responsibilities

The Governing Body will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness. It is reviewed every three years.

