

## Behaviour (Conduct) Policy

### Introduction

South Bank Engineering UTC is a community based around our values of Believe and Achieve. The UTC actively promotes a culture of high expectation and aspiration, centred on a ‘no excuses’ approach to all learners. The UTC aspires to develop confident, successful, skilled young people who can make positive contributions to their communities locally and more widely. The UTC is committed to providing an excellent learning environment, where students and staff can feel safe, happy, accepted and integrated. The UTC is an inclusive college in which all cultures, beliefs and individuality are valued, with British Values respected and developed. The conduct policy places emphasis on members of South Bank Engineering UTC contributing to the development of a mutually supportive, caring and purposeful learning environment in which all can achieve their potential.

Teaching staff at South Bank Engineering UTC are expected to promote the development of positive, professional behaviour in a mutually supportive, caring and purposeful learning environment for all students to achieve their potential. They will be expected to model the values of the UTC in everyday dealings with students. Consistent routines provide an environment in which sessions can be enjoyable, engaging and challenging.

‘Rules’ are to be avoided in place of a set of ‘professional expectations’ for students, which comprise

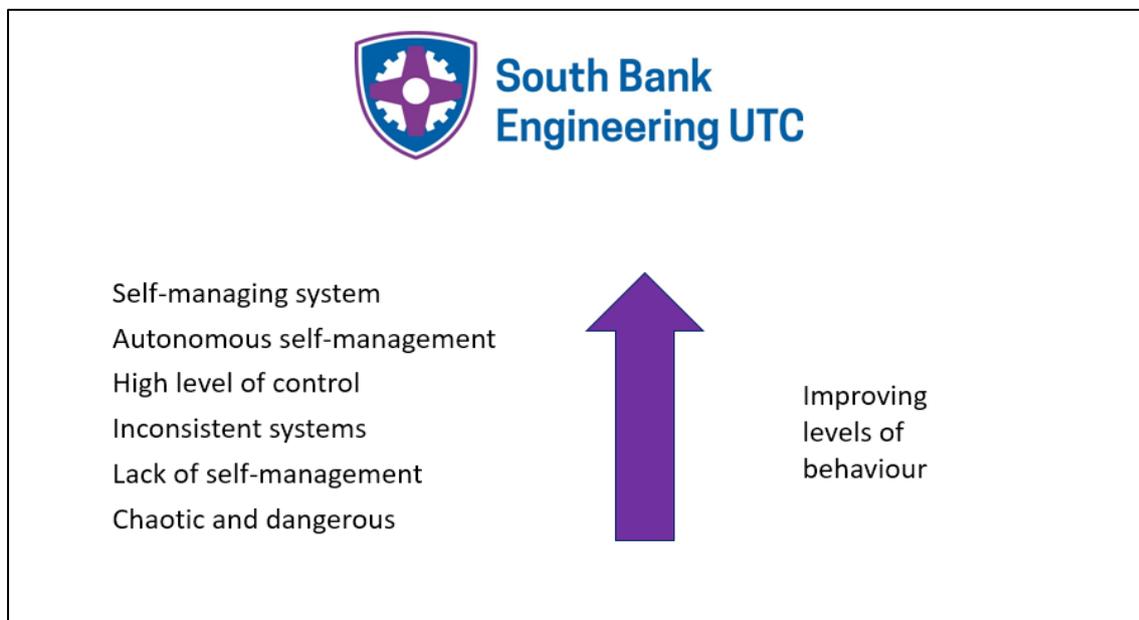
1. Arrive on time and settle quickly prepared to learn
2. Always demonstrate professional conduct
3. Participate fully in addressing HEARTBEAT & Skills Builder expectations
4. Work hard

In line with the UTC’s focus on developing employability skills, standards of professionalism and good conduct must be maintained at a very high level at all times. It is the UTC’s intention to develop a self-managing community. In such a community, the following behaviours will be evident:

The UTC understands that as students move closer towards the ‘real world’ the skills and expectations will need to change. Students in KS4 will work towards HEARTBEAT, these expectations will be recorded and monitored via the MIS. The KS5 Skills Builder will be benchmarked at the start of each academic year. These skills will play a key part of each KS5 entitlement within the 16-19 Study Programmes.

Key Stage 4 - HEARTBEAT	Key Stage 5 – Skills Builder
High Expectations, Effort, Ambition, Respect, Tolerance, Being professional, Engagement, Attitude & Tenacity	Listening, Presenting, Problem solving, Creativity, Staying positive, Leadership & Teamwork

The diagram below indicates the UTC’s aim of creating and maintaining a self-managing behaviour system. It is very important that this avoids the over-reliance of systems of control, which other colleges often use to maintain calm: controlled students are not necessarily well-behaved or well-prepared for the world of work, as they rely on external systems.



Nevertheless, the UTC will have robust, fair and clear systems in place to record, track, intervene, sanction and reward students. In learning sessions, a four-step system will be followed. All staff are expected to understand and operate the four-step system in a consistent manner. The four-step system is outlined below: all learning spaces will display this system. KS5 students will also be include. However, there will be no detentions for those students. KS5 sanctions will be applied through the Performance Management Review system. KS5 students like the KS4 students will have their behaviour points reviewed fortnightly. Appropriate action for KS5 students will then be applied.

<b>Praise Four-Steps</b>	<b>Sanction Four-Steps</b>
Verbal	Verbal
Written (on the board)	Written (on the board)
Achievement point on MIS	Behaviour point on MIS
Written commendation (postcard)	Removal from class, 30 min detention

A climate of positivity is vital at the UTC. Teaching staff should aim for three instances of praise or more for every sanction. Regular analysis through the MIS will track the actions of staff, with support and training available for those operating outside expectations.

## Praise

Students who demonstrate positive conduct, outstanding levels of effort or attainment, who meet their weekly expectations, take part in student leadership etc. are to be praised and rewarded.

- 1. Issue verbal praise.** Sample script: 'Well done Susie. That's a beautifully-constructed graph.'
- 2. Issue further praise, record in writing (on board).** Sample script: 'Susie, I am very pleased with the way you led the discussion there. Well done.'
- 3. Issue a reward with further praise.** Sample script: 'An outstanding lesson Susie – I am delighted with your performance!' **Record this in writing in the lesson. At a convenient time on the same day, record as an Achievement point (+1) entry on the MIS. This generates a point for the individual, the coaching group and the Company.**
- 4. Issue a written commendation to the student's family via Postcard. This may not be a feature of every lesson.**

## Rewards data

As positives build up on the MIS for each student. This is reviewed fortnightly:

- 10 positives in a term – postcard home, call home
- 25 positives in a term – letter home and call home
- 50 positives in a term – special reward

The accrual of positive events will be used to issue further rewards such as trips or invitations to events.

The records of positive data will also inform the UTC's analysis of conduct with league tables of best performing students, coaching groups and Companies published and celebrated. It is therefore important that MIS positive entries are reflective of genuine consistent outstanding participation or performance of consistently high performance over time.

Staff should not limit the number of positive entries, although in many lessons there might be fewer, or none. Staff are to make sure that rewards are not used disproportionately to reward the 'challenging' students doing better than usual – the system is designed to reward the best in each group in absolute terms.

Every week, positive-negative totals will be published for every student, coaching group and Company. There will be regular prizes for the coaching groups and houses with the highest

aggregate totals. Analysis will take place to identify issues – days, times, locations, subjects, staff, ability groups etc. The UTC will then target appropriate support to reduce such issues. Analysis will also point to staff usage of the MIS – staff must make sure they operate the systems correctly and consistency for the greater benefit of the UTC!

## **Conduct**

For minor infringements then a behaviour point can be added to MIS stating the behaviour. For example, for 'lack of equipment' or not 'returning homework / missed deadline' these will be logged and then reviewed, monitored and acted on during the fortnightly pastoral data review – with action taken if required.

It is essential that all lessons are calm and purposeful in order that all students always make strong progress. This applies to lessons in a classroom as well as in practical lessons. In addition to carefully planning engaging and expertly delivering lessons which meet the needs of all learners in a positive and supportive classroom environment, the UTC recognises that strong systems are needed to deal with inappropriate behaviour.

Students whose conduct disrupts learning are always to be dealt with in the following manner by all staff:

### **1. Issue a verbal warning.**

Sample script: 'Susie, you are talking while I am talking. Please do not do that again. You have been warned (verbal).'

### **2. Issue a second warning, which is also recorded in writing (on board).**

Sample script: 'Susie, you have not completed the task. You have already been warned. This is now your second warning \*name on the board.' It is important to note that the second warning may be for a different issue than the first.

### **3. Record a behaviour point on MIS.**

At a convenient time on the same day record a behaviour point on the MIS. Sample script: 'Susie, you have not settled to work. That is now the third issue this lesson. You will receive a Negative, one more and it is a detention today.'

### **4. Remove student.**

This will normally be to the most senior member of staff teaching at the time in the department or on the floor – a rota will be published and circulated for every area. Call for support as required by using the radio, sending a student to reception or sending an email. Do not leave a student unsupervised. Issue 30-minute detention via MIS. Sample script: 'Susie, following persistent disruption and refusal to meet UTC expectations, I am removing you from the lesson. This is a serious issue. I will be speaking to your parents and you will receive a Negative and 30 minutes today.'

Persistent issues with students or class groups should be raised with a member of the pastoral or Senior Leadership Team who will arrange for intervention and/or support to be put in place as appropriate. It is very important that all staff, regardless of subject area, experience or rank all always follow the same system. This will ensure that students receive a clear and consistent message which is not negotiable. In doing so, a culture of high expectations of behaviour is established and maintained. Students will value clear boundaries and respond positively.

All staff will record all negatives on the MIS. All points are reviewed fortnightly with further action taken:

- 10 negatives – Coach monitoring, parental contact
- 20 negatives – 50-minute Senior detention, parental meeting
- 30 negatives – Respite; pastoral team parental contact; 5 weeks on Banned List; possible SEND referral
- Every student booked into Internal Exclusion will be placed on the Banned List for five weeks (each time). This will exclude them from enrichment, trips and visits (unless integral for assessed courses) and from representing the UTC in any event.

### Serious Poor Conduct

If staff witness very poor behaviour (serious defiance, fighting, theft, racism etc.)

- Call **Senior Leadership or the Pastoral Management team** by sending a reliable student to Reception or by using the internal communication system. Reception staff will call the most appropriate support. Do not send an email to one colleague, as there is no guarantee it will be immediately read.
- The member of staff called, typically a member of the Senior Leadership Team, will then assess and manage the situation, advising on next steps and recording protocols.

### Detentions

Type of detention	Time	Location
Behaviour in class or outside, daily	30-minute detention	Canteen
Sanction from fortnightly review or other	50-minute detention	Canteen

- All detentions will be recorded on the MIS as part of a negative event.

- Management detentions should be entered onto the MIS in good time to allow time for communication with parents/carers more than 24 hours before the detention start.
- Teachers setting the detention must attend the detention at the start to hand the learning the student missed to them. Also, this will be an opportunity for an informal mediation between the teacher and student - SLT/Pastoral will be provided on request if necessary.

### **SLT role in supporting conduct**

The SLT will meet regularly with staff to explore behaviour data. From these meetings and from scrutiny of other data, appropriate personalised intervention is planned. This may include, targeted referrals to SEND, disciplinary panels, parental meetings and the provision of alternative education programmes.

### **Governors' role in supporting conduct**

Governors will monitor and support the behaviour policy. Governors will be expected to participate in Governors disciplinary panels and permanent exclusion meetings.

### **Positive-Negative comparison and trigger points**

A weekly analysis of student performance at individual and group level will be produced and circulated to staff. The best-performing students, as well as receiving rewards at termly celebration briefings will be invited to special events, trips and activities. The poorest-performing students will receive targeted intervention in order to ensure future success.

### **Modelling by staff**

To achieve these outcomes teachers and other UTC employees will be supported so that they are skilled at managing and improving students' behaviour. The Principal and senior leaders will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their employees' authority to discipline anti-social and disruptive behaviours, and the students who exhibit such behaviours, and ensuring that this happens consistently across the UTC. A 'Behaviour Organiser' will be created and shared to all staff to help explain the systems and preferred strategies.

### **Exclusion**

While the UTC will take all reasonable steps to meet individual need and help individuals to improve, the UTC will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

In line with the UTC's Exclusion Policy, exclusions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour Policy, noting this is not an exhaustive list:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racism
- Sexual misconduct
- Drug and alcohol related behaviour
- Damage
- Theft
- Persistent disruptive behaviour
- Weapons related
- Posing a health and safety threat

Also, in line with the exclusion policy, the UTC will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others at the UTC, thus placing the student at high risk of permanent exclusion.

For further detail on the circumstances in which the UTC will either use a fixed term or permanently exclude a student, please refer to the Exclusions Policy.

All students who are excluded will be required to attend a reinstatement meeting with their parent/carer or a nominated adult family member. Only once the reinstatement meeting has taken place will the student be permitted to return to their regular curriculum.

### **Internal Exclusion**

As an alternative to fixed term and permanent exclusion, the UTC will operate an internal exclusion system where appropriate. Students will be referred to internal exclusion at the Vice Principal's discretion. All referrals will be made in advance, with clear communication with parents/carers issued and records kept as appropriate. Students in internal exclusion will follow an alternative timetable and may study in an alternative venue.

As with fixed term exclusions, a reinstatement meeting with parents/carers is required before a student may return into the regular curriculum full-time.

### **Monitoring (on report system)**

The UTC will use monitoring systems (reports) both paper-based and electronic, to monitor the performance of students. Reports may be issued by coaches, pastoral staff or senior leaders. The UTC will use reports to monitor the transition of excluded students back into the curriculum and will also use reports pre-emptively in order to monitor the performance of 'at risk' students to plan appropriate interventions and support.

### **Freedom from bullying**

South Bank Engineering UTC recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying. UTC also acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, The Equality Act 2010 and the Children Act 1989. These place a duty on all colleges and academies to have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

In respect of anti-bullying the UTC seeks to:

- Actively involve & inform parents
- Take any concerns seriously and resolve the issue in a way that protects the child
- Respond in line with a range of strategies including restorative justice while taking appropriate disciplinary sanctions
- Enable students to understand the part they can play to prevent bullying, including when they find themselves as bystanders.
- Make it easy for students to report bullying with the confidence of being listened to and incidents acted on. This includes cyber bullying and incidents outside the UTC
- Update policy & practice including new technologies, for instance updating 'acceptable use' policies for computers
- Appropriate to student age, promote tolerance, understanding and challenge prejudice through the PSHE programme
- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

The broader elements of ensuring that students can understand and respond to risk are covered by the UTC's safeguarding practices and through the pastoral programme.

### **Swearing and foul or abusive language**

1. We do not expect students to use foul language.
2. Any swearing at or in the presence of staff or as a result of a reprimand from a member of staff will result in the student being sanctioned.
3. The UTC may exclude a student for swearing at member of staff.

### **Behaviour outside the UTC**

Students who breach the UTC Behaviour for Learning Policy whilst on UTC business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the UTC.

For incidents that take place outside the UTC and not on UTC business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the UTC or on a journey to and from UTC. Other relevant factors include whether the student is identifiable as a student at the UTC and whether the behaviours could adversely affect the reputation of South Bank Engineering UTC.

For acts of aggression or acts which threaten the health and safety of others, the UTC reserves the right to involve the police. Equally, if UTC senior leadership consider that the behaviour might be linked to a young person suffering, or being likely to suffer significant harm, safeguarding procedures may be applied as required.

### **Illegal/banned substances and items**

The UTC has a responsibility to parents and pupils to do all in our power to keep illegal substances away from the environment. We teach students of the dangers associated with drugs and will give guidance to parents and students where a student is involved with drugs. However, we operate the following procedures with relation to drugs:

1. Students found to be supplying drugs on or near the UTC or on the way to and from college will face the risk of permanent exclusion
2. Students found in possession of drugs will be excluded whilst the matter is fully investigated. The sanction that follows will relate to the reasons for possession but possession is likely to result in permanent exclusion.
3. Where the UTC suspects a student is in possession of any illegal substance, s/he will be invited to empty their bag and pockets in the presence of two members of staff. If s/he refuses, the parent will be contacted, the student isolated and the police informed.
4. If we have searched a student's possessions for an illegal substance, we will inform the parents/carers of what we have done explaining the reason for our search without revealing the source of our information.

The list of banned items includes knives, fireworks, pointed articles and sharp articles (It must be noted that these are examples, and this is not an exhaustive list)

1. Students should not bring into the UTC any offensive weapons such as guns, knives, or fireworks.
2. Students must not bring on to the UTC site any item/article that is deemed to endanger the community of the UTC; this is in accordance with the Offensive Weapons Act 1996, Chapter 26, 139A (4) (See page 8). This act states that it is a criminal offence to bring any such item/article on to the premises of a College.
3. This also includes any item that has a blade or point and would not in normal circumstances be classed as an offensive weapon (under the above Act).
4. Students must not bring any imitation/replica firearm/knife or other replica/imitation weapon on to the college site.

5. If a student is in the possession of any such item(s) in the UTC it will result in parents/carers being contacted and a high likelihood of the student being permanently excluded from the UTC, irrespective of there being any intent by the student to use the item, sell the item, or if the item is concealed. The police will also be informed of the incident.

6. On the rare occasion where a student wishes to bring a dangerous item/article on to the UTC site that would not usually be used within the normal day-to-day circumstances, then the parents of the child must apply in writing to the Principal giving at least three working days' notice. The letter must contain the reason(s) why the student wants to bring such an item on to the UTC premises and where they intend to store it for safe keeping. Under no circumstances may an item be brought in to the UTC on the same day as the letter is received by the Principal (Examples of such events where students may wish to bring such items on to the college premises are props for a drama production or props for speaking and listening in English, where a student may talk about a hobby or demonstrate how something works, e.g. fishing equipment).

### **Alcohol**

1. Students are not permitted to bring alcohol on to the premises or consume alcohol on the premises.
2. If a pupil is found in possession of or consuming alcohol, parents will be contacted immediately, and the student will be required to be taken home and a meeting will take place with a senior member of staff. It is highly likely that an exclusion will follow.
3. Students who have consumed alcohol before arriving to the UTC and who are intoxicated are likely also to receive a sanction.

### **Screening and searching students**

The UTC acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work 1974 in respect of screening and searching students. As a result, UTC employees may search students' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff. The UTC may give due regard to police involvement or initiating safeguarding processes.

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs; 'legal highs'
- stolen items
- tobacco, cigarette papers, shisha
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the college rules which has been identified in the rules as an item which may be searched for.

## **The use of reasonable force**

UTC acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all UTC employees have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

It should be noted that employees cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training.

## **Malicious accusations against UTC staff**

UTC recognises that there may be occasions which are justified when a student needs to raise issues about the actions of a UTC employee and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, UTC will give due regard to the most appropriate disciplinary sanction to be taken which may include fixed term or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

UTC will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at UTC employees.

## **Active Involvement of Parents/carers**

The UTC believes strongly in the power of working in close co-operation with parents/carers and of the rights and desirability of parents being actively involved in the education of their child. UTC will therefore seek to involve parents/carers actively on behaviour for learning issues. Approaches will include:

- Early involvement
- Phone calls
- Meetings
- Letters
- Emails
- Supporting students on reports
- Home UTC agreement
- Request to attend re-integration meetings
- Invitations to agency meetings
- Follow up & routine communication
- Parental Portal

Parents/carers are welcome to approach the UTC for informal or formal discussions about their child's education.

### **Monitoring, Evaluation and Review**

The Senior Leadership Team will monitor the implementation and effectiveness of this policy review it annually using data on exclusions and other consequences and report to the Board of Governors. The policy will be promoted and implemented throughout the UTC.

Date created: June 2019

Date agreed:

Date of Review: June 2021