

Behaviour Policy

Background & Purpose

This policy gives a positive framework that all members of our UTC community must work within. Its rationale is clear – optimum learning can take place when behaviour is positive, and inappropriate behaviour is managed as part of the learning process.

Any framework that seeks to maintain or improve behaviour must be in line with the inclusive ethos of University Technical College Lancashire. It is important that the agreed principles are understood by all staff, students and their parents/carers.

We expect all our students to behave well and want to learn. They will be praised and rewarded for their efforts and can expect high quality learning experiences every day. Establishing behaviour that supports the climate for learning is essential if we are to help our students to achieve to the best of their ability.

Well prepared, stimulating and appropriately challenging learning sessions are key in securing outstanding standards of behaviour. Effective classroom management skills can be developed through training, CPD, experience and appropriate support from colleagues. Personal reflection on practice is of great importance and is to be encouraged.

The key to managing behaviour successfully is a consistent approach. It is important therefore that all staff adopt and uphold this policy. Whilst it is accepted that there must be room for individual preferences, staff who do not put the core principles of our Behaviour Policy at the forefront of their approach make life more difficult for their colleagues and increase the workload of Middle Leaders and Senior Leaders. We also believe that this makes it harder for some students to understand and cooperate with the systems that we have in UTC that are designed to enable them to achieve.

The foundations of our Behaviour Policy are praise and reward; a punitive system that focuses on persistent punishment for the minority of students who do not engage with our systems will disenfranchise the majority. Our well-motivated and hardworking students must receive the recognition they deserve for their efforts.

When a student enrolls at UTC Lancashire, they and their parents/carers make a commitment to support the UTC, and the UTC makes a commitment to the student and their parents/carers. It is hoped that they will support the UTC in its endeavours to constantly improve the systems it has in order that students can make progress in line with their abilities and aspirations. The annually renewed Student/Home/UTC Contract summarises the commitment each party makes and serves as a useful reminder that can be referred to when behaviour issues occur.

We will consult annually with students, parents/carers, members of staff, and the Board of Directors about our Behaviour Policy.

Aims of this Policy

Aims of our Behaviour Policy:-

- To support learning in the UTC and offsite.
- To allow all students to learn in a safe and secure environment.
- To encourage respect for others, for property and for the environment.
- To encourage and develop self-discipline and personal responsibility/accountability for actions.
- To promote a positive, calm and purposeful ethos within the UTC community.
- To encourage honesty, trust, fairness and tolerance.
- To recognise the individual needs of students.
- To reduce 'low level disruption' in learning sessions.
- To eliminate persistent absence issues especially amongst vulnerable students.
- To eliminate the necessity for all forms of exclusion from learning.

To these ends, the following principles support our aims and rationale:-

- All staff and students have a responsibility to create outstanding order in the UTC and to maintain high standards of behaviour. In particular, teachers have a duty to maintain outstanding order in their classrooms and should take steps to correct behaviour which does not conform to this policy.
- Every member of staff is empowered to praise, reward and challenge students for actions that they consider to be anti-social, dangerous or disruptive.
- Everyone at UTC Lancashire has the right to be treated in a courteous and considerate way. Bullying, harassment and any other forms of unkind and upsetting behaviour will not be tolerated – ref: Anti-Bullying Policy VLT P13
- Individual members of staff are responsible for maintaining a stimulating and purposeful learning environment. Middle Leaders and Senior Leaders will actively support staff in this.
- It is important that parents/carers share the responsibility for their student's behaviour and they have the right to be kept informed and involved. By enrolling as a student at UTC Lancashire parents/carers undertake a commitment to support the UTC.
- When imposing a sanction on a student, it is the action or behaviour which should be criticised, and not the individual.
- Staff should always seek to model appropriate behaviour, and ways of speaking to and engaging with students.

Our 'Code of Conduct' for Students

- Attend
- Be punctual
- Be smart and have the correct equipment
- Work hard
- Act sensibly
- Treat everyone and everything with respect
- Make it easy for everyone to learn and for staff to explain/demonstrate/guide/coach/assist
- If in doubt, ask, listen to the answer, and then act accordingly

Praise and Rewards

Everyone thrives on rewards and praise. Staff should use the following to acknowledge student achievement:-

- Verbal praise
- Praise e-mails
- Showcasing good work with other students

- Sending the student to a Middle Leader or Senior Leader to show good work
- Positive contact with parents/carers via postcards, phone-calls, e-mail and text
- Nominations for Achievement Awards in weekly briefings
- 'Points for Prizes' rewards, leading to cash vouchers

'Points for Prizes' endeavours to promote a culture of rewarding consistent outstanding achievement. The exact criteria for awarding the 'Points for Prizes' rewards are obviously a matter for individual members of staff to determine as they know their students best. However, likely reasons are:-

- Consistent excellent attendance and punctuality throughout the year; eg. 95%+ each term with no late marks recorded
- Commitment to the values and purpose of our learning culture
- Students striving for excellence
- Consistent high achievement
- Students who consistently meet assessment deadlines
- Students who set themselves challenging targets and who are regularly learning new skills
- Students who show full commitment to catching-up or developing revision skills

'Points for Prizes' should not be awarded to students whose behaviour is often poor when they choose to behave well in the occasional session. Similarly, they must not be used as a 'bribe' or they will devalue immediately. Staff must keep a record of any points they award for reference and to allow a termly audit of the system by Middle Leaders and thus ensure consistency.

Sanctions

Students have a right to expect fair and consistently applied sanctions for poor behaviour that make a clear distinction between serious and minor infringements of this policy. An appropriate sanction is one that is designed to put matters right and encourage better behaviour in future.

Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction that is designed to humiliate a student or group.

There is a relationship between the principles of the UTC's Equality & Diversity Policy (ref: VLT P05) and the sanctions system. The existing mechanisms for dealing with racism and racial harassment within the Equality & Diversity Policy will also be incorporated here. In addition, consistency in the application of sanctions also has a gender based equal opportunities dimension. Thus sanctions which are differentiated solely on the grounds of gender, should be avoided.

In learning sessions, sanctions should be incremental and proportionate to the misdemeanour:-

- 1/ Staff acknowledge to the student that they have broken the code of conduct, without doing so publicly
- 2/ Informal verbal warning and rule reminder
- 3/ Formal verbal reminder and second rule reminder – student must remain at the end of the session to discuss the matter.
- 4/ Exit – the student is escorted by a reliable member of the group to another Teacher for the remainder of the session. The student must return at the end of the session to speak with the teacher. A suitable imposition should be actioned by the teacher with a note made in the student's SIMS behaviour file.

Consistent use of assertive language; eg. "You know the UTC rule about ... if you choose to ... then you are choosing ..." is most effective when giving verbal warnings. Sanctions, and in particular detentions, only

work if there is consistent application of the Code of Conduct and consequences. No student should be allowed to 'work off' a sanction/detention and whole group detentions should never be given.

- 5/ Where a student does not improve their behaviour as a result of the above actions. The teacher should refer the matter to the appropriate Middle Leader. Where interventions are put in place and agreed with the student, parents/carers should be informed.

Pastoral Intervention- This is for students who are consistently not meeting code of conduct requirements across numerous areas within the college and any students who have or need IEPs.

Faculty Intervention- This for students who are not achieving/ hindering others from achieving in the subject areas. Report cards, sanction and rewards need to be considered for each individual student on a needs basis.

Formal Disciplinary Procedures

Where a student does not improve their behaviour as a result of actions 1-5 or there is a serious breach of the code of conduct, the Middle Leader will refer the matter to the Pastoral Leader. A meeting will be arranged with the student and parents/carers and a decision will be made on whether it is appropriate to issue a written warning.

6/ Formal Written Warning(s)

A maximum of two formal written warnings can be issued. These will set out the nature of the misconduct and the change in the behaviour required. It should be indicated that such warnings are part of the disciplinary process and what the consequences will be of a failure to change behaviour. The consequences could be a final written warning and ultimately permanent exclusion from the UTC. A record of the warning should be kept and will be considered 'live' for a period of two terms.

7/ Final Written Warning

Where there is a failure to improve or change behaviour in the timescale set out at the first formal stage, or where the offence is sufficiently serious, the student will normally be issued with a final written warning – but only after they have been given a chance to present their case at a meeting (normally with parents/carers wherever possible). The final written warning should give details of the nature of misbehaviour and warn that failure to improve may lead to permanent exclusion. This warning remains live for a period of three terms starting from the term in which it was issued.

Each of the above two stages (b) and (c) may use a fixed term exclusion as part of the process for dealing with the poor behaviour. This may be an internal or external exclusion; i.e. served within the UTC or where the student is actually at home.

8/ Permanent Exclusion

If the students' behaviour fails to improve, the final stage of the disciplinary process may be permanent exclusion. A decision to do so can only be taken by the Executive Principal or the Principal (operating on behalf of the Executive Principal). The student and their parents/carers will be informed of the reasons for this action being taken and how to appeal against the decision should they wish to do so.

Gross Misconduct

Acts which constitute gross misconduct are those resulting in serious breaches of the ethos and / or rules of the UTC.

Examples of this include (but are not limited to):-

- Theft
- Physical violence
- Sexual misconduct
- Bullying
- Deliberate and serious damage to property
- Deliberately accessing inappropriate sites on the internet
- Serious insubordination
- Unlawful discrimination or harassment
- Use of illegal drugs or alcohol
- Carrying or using an offensive weapon

Where a student is judged to have behaved in a manner that constitutes gross misconduct they may pass immediately to the permanent exclusion stage of the disciplinary process. It is still important the student is given every opportunity to explain their actions and parents/carers should be included in this procedure.

The student and their parents/carers will be informed of the reasons for this action being taken and how to appeal against the decision should they wish to do so.

Prohibitions

Students with an unauthorised item or whose appearance or equipment is unacceptable should be challenged (rule reminder) and asked to attend to the issue, remove the item, switch it off, put away etc.

If a student does not comply or repeatedly needs to be challenged, then the issue should be referred to the appropriate Middle or Senior Leader who may impose a sanction, or as a last resort, confiscate an item.

Any confiscated items should be immediately stored securely in Student Services to be returned at the end of the UTC day and a note should be made in the student's MIS file. Parents/carers may also need to be contacted. Matters such as these can escalate very quickly and it is vital that members of staff do not do anything that could in any way be deemed inappropriate should their actions be called into question at a later stage.

In general:-

- Mobile phones and electronic devices should be switched off when they are not needed and present a distraction from the learning activity.
- Food and drink should only be consumed in the specifically designated areas.
- Inappropriate clothing/footwear, jewellery/accessories and extreme/unnatural hairstyles/colours are not conducive to learning in the professional workplace environment of a UTC and therefore not allowed.
- If an item is in no way connected with UTC life, then it should not be in the UTC and students should be challenged and expected to respond positively.

Monitoring Impact & Review

- The consistent application and enforcement of an effective policy and the resulting procedures by all staff, with suitable monitoring to ensure this, can improve the behaviour of individual students and groups and thus contribute to the overall UTC picture.
- The policy is to be reviewed annually and is linked to the Attendance & Punctuality Policy (P02), the Equality & Diversity Policy (P05), the Exclusions Policy (P11) and the Anti-Bullying Policy (P13).