

## BEHAVIOUR POLICY

<b>Member of Staff Responsible</b>	Deputy Principal
<b>Board of Directors' Committee Responsible</b>	Teaching and Learning
<b>Related policies</b>	E-Safety Misuse of Drugs and Substances Exclusion Anti-bullying Special Educational Needs Disability
<b>Implementation date</b>	8 May 2018
<b>Review date</b>	7 May 2020

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;
- others;
- learning.

**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;
- are proud of achievements – our own and others;
- never put other people down.

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

- arrive on time for lessons, with the appropriate books and equipment;
- complete work and do your best in class and at home; keep to deadlines for individual learning and coursework;
- think things through for yourself - don't just follow others.

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

- be friendly and helpful to all in the UTC;
- co-operate with all requests from staff;
- 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.

**It is important to remember that on the buses and in the community the good name of Silverstone 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.

## **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;
- a note in the students' diary or a letter home telling parents about improvement and achievements;
- praise postcards from subject or pastoral teams;
- certificates, for example, for good or improved attendance, contribution to the school;
- commendations / stamps which are recorded in the students' planner;
- gold commendations may be awarded for excellence in progress and achievement;
- recognition for success within the tutor group and in assemblies.

## **Awards Events**

Awards events are held every year with the aim of rewarding examination and other successes for all students.

## **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:

- being kept back at the end of the lesson to discuss the unacceptable behaviour and agree how it will be improved;
- moving the student to an alternative place to work. (This may include an office, another classroom or a 6<sup>th</sup> form class);
- break and lunchtime detentions.

Should more serious or repeated instances of unacceptable behaviour occur, the student will be referred to the Deputy Principal and Parents/Carers will be informed.

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

These may include:

- detention issued by the subject area (at lunchtime or break time or outside of school hours);
- detention issued by the pastoral team (at lunchtime or break time or outside of school hours);
- report system - a student is given a report with agreed targets for improved behaviour for one subject area;
- report for all subject areas with agreed targets by the student, the Head of Year and their tutor.

Parents and carers need to be fully aware and involved in checking the report and being part of the process for positive reinforcement.

## **Internal Isolation**

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 placed in internal isolation with a senior member of staff. 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 with their work and that they are enabled to repair the situation with the member of staff concerned.

This may take the form of a three way discussion with a senior member of staff in which there is an agreed way forward, or it may be that the student is able to discuss the situation on their own with the member of staff. Where a detention or period of isolation is used as a sanction the student will continue to work on the work for their different subjects.

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.

### **Exclusion**

Very serious misbehaviour is always reported to the Principal and/or Deputy Principal and may result in exclusion from school for a fixed period of time or very occasionally permanently. A decision to exclude a student permanently will be taken in response to a serious breach / persistent breaches of the school's behaviour policy and where allowing a student to remain in school would seriously harm the education or welfare of the student or others in the school. (see Exclusion Policy).

When considering whether to exclude a student we take into account the impact for the student but also the impact on the rest of the school community.

In order to determine an appropriate sanction it is important that a full investigation has been undertaken in order to ensure any sanction is fair and effective.

The purpose of a sanction is to allow the student to reflect upon their behaviour. The aim is for the student to be able to return to the subject teacher or tutor and make reparation whenever possible unless the behaviour is so serious that to return would be detrimental to the rest of the community. It is the dialogue between staff and students which helps the student to alter their behaviour and to therefore approach their learning more positively.

### **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 Deputy 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 Silverstone 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." Silverstone 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 of 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 Silverstone 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 / 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.

**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.