TITLE: Behaviour Management Procedure	REF: GOV017.2	VERSION: 1
APPROVAL BODY:	DATE: 30.01.24	REVIEW DATE: 30.01.25
LEAD PERSON: Head of School		
VERSION	REVIEWER/APPROVAL	REVIEW NOTES
1.		New policy

UTC READING

Behaviour Management Procedure

Statement of Behaviour Principles

At UTC Reading, our vision is to "Transform Lives Through Learning". We aim to achieve this through high quality and high-performance learning opportunities. To support this aim we need an environment that is calm, safe and harmonious for all our community to have the chance to thrive.

One of the ways in which we achieve high performance is to set high expectations for all our students and support them in reaching these.

In preparing students for the world of work, we focus on professional behaviours. Specifically, we expect all students to be each of our three R's every day.

Every day, UTC Reading students will be expected to be **"Ready", "Respectful"** and **"Relentless"**

Aims

To achieve our aims, employees at UTC Reading will:

- Provide a safe, welcoming environment for all
- Place the emphasis on teaching and learning
- Recognise, praise and reward appropriate behaviour
- Ensure early intervention of all inappropriate behaviour
- Ensure students always follow UTC Reading's 3 R's expectations.
- Staff take responsibility for behaviour initially – seeking support/escalation as required
- Ensure consequences are in proportion to the nature of the incident and the circumstances/needs of the student
- Work in partnership with parents and carers to ensure that desired behaviour standards are met

Positive Reinforcement and Rewards.

UTC Reading recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping students to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

The following should underpin all our interactions with students and each other:

- Respect each other
- Listen to each other
- Treat everyone as an individual
- De-escalate incidents and seek to repair relationships

Reward and Consequence points

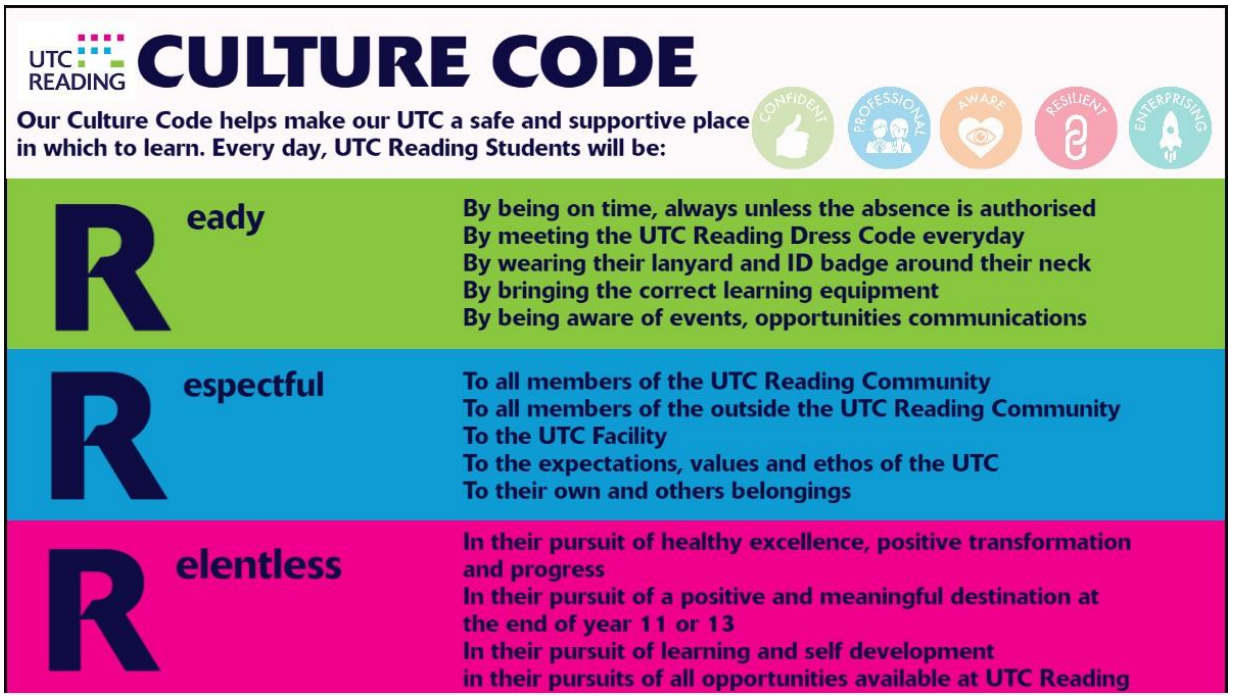
Students can earn reward points for meeting the 3 R expectations. These points will be celebrated during termly assemblies where prizes, milestone badges and certificates will be awarded. Students can also gain demerits for poor behaviour and attitude. Students, staff and parents will be able to see a balance of points earned as well as any consequences (such as detentions) by logging on to EdGen.

Students are also expected to abide by the IT Acceptable Use Agreement whilst on the school site and all WiFi traffic is monitored daily. Breaches of this agreement will also mean the behaviour procedure is triggered. This behaviour procedure sits under our ALET Trust behaviour policy. The expectations of behaviour should be shared with all stakeholders: staff, students, parents, governors and employer partners. Our success is tested not by the absence of challenges but in the way we address them. In order to demonstrate the 3 R's every day, we will be looking for the following attributes in all our stakeholders:

By meeting the UTC 3 R's, we are aiming to prepare our students to be "work-ready" and have the attributes that employers are looking for:

3 R's	UTC Behaviours/Attitudes	ALET Attributes	ALET Sub-attributes
Ready	**Punctuality/Attendance/Dress**		• Motivated • Independent • Inquisitive • Positive • Proactive • Digital • Numerate • Communicative • Customer focused • Team player
Respectful	**Respectful to all members of the UTC community**		• Empathic • Mindful • Reflective • Self-aware
Relentless	**Strive for excellence "Never give up"**		• Adaptable • Self-reliant • Commitment • Capability • Perseverance • Problem solver • Business minded • Resourceful • Risk taker • Leader

In real terms, for students this means they will follow the student “Culture Code”.



UTC Reading uses a range of rewards and positive reinforcement strategies to praise and promote the attributes we want to see. Examples include:

- Praise with the use of a centralised system – EdGen
- Feedback on work and electronic documents
- Allocation to trips/rewards to praise good behaviour
- Year group or tutor group awards
- Year group and whole school meetings
- Certificates of achievement
- Phone calls / letters / postcards/emails home

By using these it means that UTC Reading seeks to motivate students, create a positive learning environment, raise student self-esteem, and provide systems which can be used by all staff to contribute to raise levels of achievement.

Business Dress, Behaviour around the Building and Out of Lessons

Students are expected to behave in a manner which respects themselves and others. This applies to use of language, to the way in which they act and behave and to the way they respond, all of which should demonstrate courtesy and consideration.

Positive behaviours include setting high standards by wearing correct business dress and moving in a manner which is orderly and respects the health and safety ofothers. UTC Reading reserves the right to correct inappropriate or incorrect items of Business Dress by contacting parents or by sending students home with notice to change. Inappropriate dress code items may be confiscated and held by a memberof staff for

collection at the end of the day.

Behaviour in scheduled activities (lessons, workshops, tutor time)

All students are expected to display behaviours which show a respect for their own learning and the learning of others. This includes arriving for lessons on time,equipped for learning. At all times they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with UTC Reading's belief in positive reinforcement, students who display positive learning behaviours should receive praise and recognition. Adverse behaviours, and students displaying adversebehaviours, will be corrected in line with UTC Reading's range of consequences. Additional to the types of behaviours which place a student at risk of exclusion, poor learning behaviours include a lack of effort, a lack of work, failing to complete work, off task behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation.

Use of Mobile Phones/Devices

Mobile phones are not to be used at UTC Reading. For students up to Year 11 mobile phones should remain in a bag or pocket and, if seen, will be confiscated until the end of the school day. Electronic devices and mobile phones brought to the school are the sole responsibility of the student or adult. Laptops can be used in the classrooms at the discretion of the classroom teacher. There should be no mobile phones or laptops in the dining area.

Staff may ask for laptops to be put away in lessons when they are encouraging writing in books or on paper. Students need to be "exam ready" so writing on paper is a skill that always needs to be developed and improved over time.

Exceptions

Year 10 and 11

Mobile devices can be used to pay for items in the dining room if this technology is preferred but must only be brought out for this purpose and then put away again.

Year 12 and 13

Mobile devices and laptops can be used in the ILZ and used to pay for items in the dining room if this technology is preferred but must only be brought out for this purpose and then put away again.

If any student has their device/phone taken off them 3 or more times in a week, then they become a "repeat offender" and the device/phone is taken off them at Reception and returned at the end of the day for up to one week. Parents/carers will be informed.

Consequences

Dependent on the nature of the offence and the severity of the behaviour, UTC Reading will use a range of strategies to correct student behaviour. The range of consequences include:

- Informing students of the errors of their ways and supporting correction
- Restorative conversations
- Making good the missed work
- Removal from the lesson to work under supervision elsewhere
- Being placed in break-time, lunchtime or after school detention
- Being placed on Director/Pastoral/SLT report
- Setting improvement targets
- Behavioural support plan
- Use of off-site intervention provision
- Internal Reflection Time
- In line with the Department for Education Exclusion Policy, use of external suspensions and exclusions
- Verbal, written and final warnings for Post 16 students.

This list is not intended to be exhaustive or serve as a hierarchical list but serves as illustration of sanctions and interventions that may be used.

Monitoring, Support and Intervention

Through the pastoral and guidance systems UTC Reading has employees whose role is to support student welfare and well-being. This includes helping to make explicit UTC Reading's expectations, to reinforce positive learning attitudes, to apply consequences and to monitor behaviours which give rise to concern.

UTC Reading accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students UTC Reading will draw on a range of support interventions in order to support and encourage positive behaviour. Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision, placement on a behaviour or pastoral support programme and use of external expertise and short-term placements with alternative providers.

R0 – Student not meeting expectations. **Teacher reminder/warning**

R1 – Student still does not meet expectations. **Formal Warning**

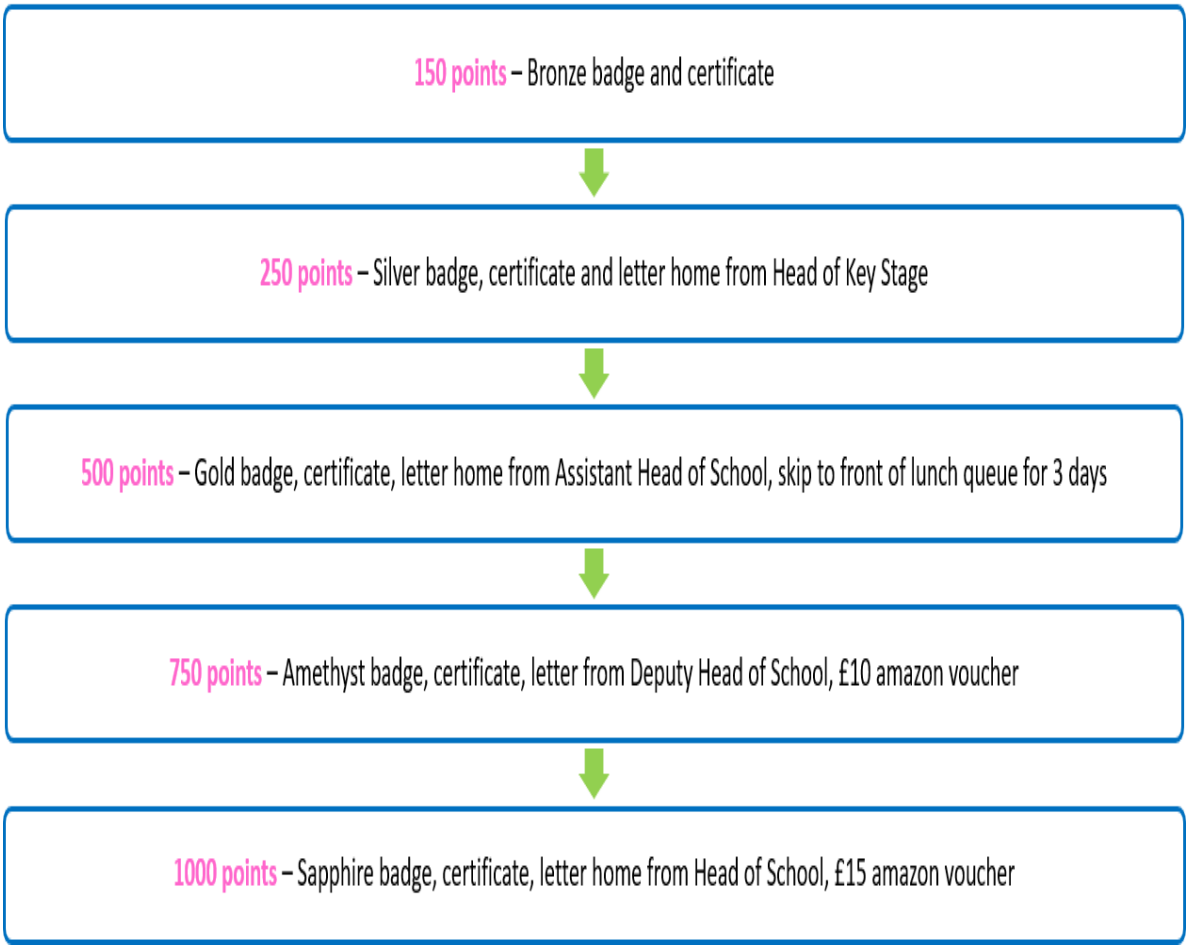
R2 – Persistent R1 behaviour**.** Disruption to learning, discriminatory or inappropriate behaviour. **Contact home and detention 15 minutes next day**

R3 – Persistent R2 behaviour. Significant disruption to learning. Removal from class to another class in department or Director. Failure to attend R2 detention. **Contact home and detention 30 minutes next day**

R4 – Persistent R3 disruption. Failure to attend R3 detention. Serious behaviour incident. Removal from class by LT **Contact home and 60 minute SLT detention on Friday**

R5 – SLT USE ONLY. 2 recorded R4 behaviours in a week. **Parent meeting and isolation, suspension or permanent exclusion**

BEHAVIOUR REWARDS FLOWCHART



Exclusion

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

In line with the Department for Education's Exclusion Policy, exclusions whether fixed-term suspensions or permanent exclusions may be used in response to any of the following (not exhaustive), all of which are examples of unacceptable conduct and breach the ALET Behaviour for Learning Policy:

- 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
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In line with the exclusion policy, UTC Reading will not tolerate persistent and defiant behaviours over time where consequences 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 in UTC Reading, thus placing the student at high risk of permanent exclusion.
For further detail on the circumstances in which UTC Reading will either use a fixed term suspension or permanently exclude a student, refer to the Department for Education Exclusions Policy.

Freedom from bullying

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

UTC Reading participates in the annual Anti–Bullying Week, incorporating strategies and materials into the PHSE programme. In respect of anti-bullying UTC Reading 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 deciding appropriate consequences
- 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 in and out of school concerns school including cyber bullying.
- 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 UTC Reading's safeguarding practices and through the PSHE programme.

Behaviour outside UTC READING

Students who breach the ALET Behaviour for Learning Policy whilst on UTC Reading 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 UTC Reading.

For incidents that take place outside the UTC Reading and not on UTC Reading 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 Reading or on a journey to and from UTC Reading. Other relevant factors include whether the student is in some other way identifiable as a student at UTC Reading and whether the behaviours could adversely affect the reputation of UTC Reading.

For acts of aggression or acts which threaten the health and safety of others, UTC Reading reserves the right to involve the police. Equally, if UTC Reading considers 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.

Screening and searching students

UTC Reading does not need to obtain written consent to carry out a search of the student's belongings. It is enough to ask the pupil to hand over an item, or to ask whether the staff member can look in the pupil's bag or locker, and for the pupil to agree.

UTC Reading 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 Reading 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 a member of the senior leadership team. At least two staff members will be present when a search is carried out on a student.

UTC Reading may give due regard to police involvement or initiating safeguarding processes.

The use of reasonable force

UTC Reading acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school 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. For further detail please refer to the ALET Behaviour Policy.

Malicious accusations against school staff

UTC Reading recognises that there may be occasions which are justified when a student needs to raise issues about the actions of a UTC Reading employee and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, UTC Reading 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 Reading will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at UTC Reading employees.

Active Involvement of Parents

UTC Reading believes strongly in the power of working in close co-operation with parents andof the rights and desirability of parents being actively involved in the education oftheir child. UTC Reading 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
- Request to attend re-integration meetings
- Invitations to agency meetings
- Follow up & routine communication

Parents are welcome to approach the UTC Reading for informal or formal discussions about their child's education at any time.

Monitoring, Evaluation and Review

The Head of School will monitor the implementation and effectiveness of this procedure and review it annually using data on exclusions and other consequences and report to the Board of Governors. The procedure will be promoted and implemented throughout UTC Reading.

Date created: June 2023

Date of Review: June 2024