

UTC Reading Behaviour Procedure

The Behaviour Procedure is in line with the following documents:

Department for Education documents:

- Behaviour in schools: advice for head teachers, updated Feb 2024
https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf
- Suspensions and Permanent Exclusion, updated August 2024
https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf
- Searching, Screening and Confiscation, updated July 2022
https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Activate Learning Education Trust Policies:

- Anti Bullying strategy
- Behaviour Policy
- Exclusion Policy
- Child protection and safeguarding Policy

Link to ALET Policies: <https://www.alet.org.uk/our-trust/policies/>

At UTC Reading, we are dedicated to fostering a safe, inclusive, and nurturing environment where all students can thrive academically, socially, and emotionally. This procedure outlines our commitment to promoting positive behaviour and supporting students in their personal and educational growth through therapeutic approaches centred on our core values: Professionalism, Awareness, Confidence, Enterprise, and Resilience.

Resilience: Resilience is the cornerstone of a thriving school environment. We encourage all students, staff, and parents to develop the ability to adapt and recover from challenges with determination and optimism. Resilience embraces diversity, empowering individuals to face adversity while ensuring they feel supported and valued. Any behaviour that undermines resilience, such as persistent negativity or harmful actions, will be addressed promptly and thoughtfully.

Enterprise: We encourage students to be initiative taking and resourceful, viewing challenges as opportunities for growth. The school will provide platforms for innovation and collaboration, teaching students problem-solving skills and adaptability. By fostering enterprise, students will develop the skills necessary to contribute meaningfully to their school community and beyond.

Confidence: Confidence is key to achieving personal goals and maintaining a positive outlook. We aim to build students' self-esteem through supportive feedback, recognition of achievements, and providing opportunities to express themselves. Confidence empowers students to take ownership of their learning and behaviour, fostering resilience and determination.

Awareness: Developing self-awareness and empathy is crucial for emotional growth. We strive to help students understand the impact of their actions on others and themselves. Through reflective practices, such as restorative conversations and/or mentoring sessions, students will gain insight into their behaviour and learn effective strategies to navigate challenges in a positive way.

Professionalism: We encourage all members of the school community to maintain professional attitudes and behaviours. Staff will model appropriate conduct, demonstrate effective communication, and consistently implement the procedure to ensure fairness and transparency. Students will be guided to take responsibility for their actions and engage in constructive dialogue when addressing conflicts or behavioural challenges.

This Behaviour Procedure reflects our commitment to creating a respectful, supportive, and dynamic learning environment where students can develop the skills and attributes

needed to succeed. Approaches that can complement and enhance the behaviour procedure include strategies that focus on emotional well-being, positive relationships, and individual growth. Whilst not exhaustive, below is a breakdown of some approaches that may be used:

Restorative Practices

- Encouraging open dialogue between students, staff, and parents to resolve conflicts and repair harm.
- Using restorative conversations to give everyone a voice and promote understanding.
- Helping students take responsibility for their actions and understand their impact on others.

Trauma-Informed Approaches

- Recognising the impact of past trauma on students' behaviour and tailoring responses to meet their emotional needs.
- Providing staff with training to identify signs of trauma and respond in a sensitive, supportive manner.
- Creating a safe and predictable environment to help students feel secure through use of clear and consistent boundaries.

Social and Emotional Learning (SEL)

- Teaching students' skills like self-awareness, empathy, emotional regulation, and effective communication.
- Embedding SEL into the curriculum to support students in managing emotions and building positive relationships.
- Using role-playing or scenarios to practice conflict resolution and cooperation.

Positive Reinforcement

- Celebrating and rewarding positive behaviours to reinforce good conduct.
- Creating recognition programs that align with core attributes like Respect and Enterprise.
- Focusing on strengths rather than punishing weaknesses.

Mindfulness and Well-Being Initiatives

- Introducing mindfulness practices like breathing exercises, meditation, and relaxation techniques to improve focus and reduce stress.
- Allocating quiet or safe spaces where students can self-regulate their emotions.

Solution-Focused Approaches

- Working collaboratively with students to identify challenges and develop achievable goals.

- Highlighting past successes to build confidence and motivation.
- Encouraging a proactive and forward-thinking mind-set.

Peer Support Programs

- Establishing mentorship programs where older students support younger ones.
- Encouraging peer mediation to resolve conflicts in a constructive way.
- Building a community spirit where students learn from each other.

Family Involvement

- Partnering with families to provide consistent support for students at home and school.
- Offering resources to help parents understand and reinforce the behaviour procedure.
- Encouraging open communication between school and home to address concerns collaboratively.

By embedding these approaches into the behaviour procedure, the school can create a supportive environment that not only addresses behavioural challenges but also fosters personal growth and emotional resilience.

Celebration and Rewards

Our UTC is committed to recognizing and rewarding students who embody our core attributes: **Professionalism, Awareness, Confidence, Enterprise, and Resilience**. This ensures that students are celebrated for their achievements, inspiring them to continue striving for excellence.

Attributes and Criteria for Recognition

Recognition will be based on students who consistently demonstrate the following attributes:

- Professionalism – Showing responsibility, respect, and high standards in academic and extracurricular activities.
- Awareness – Understanding personal development, awareness of others, diversity, and social responsibility, contributing positively to the UTC community.
- Confidence – Displaying self-assurance, leadership, and a willingness to take on challenges.
- Enterprise – Applying creativity, innovation, and initiative in learning and projects, showing an entrepreneurial mind-set.
- Resilience – Overcoming challenges with determination, adaptability, and perseverance, demonstrating strength in difficult situations.

Recognition and Reward Methods

To celebrate success and reinforce positive behaviours, we implement the following methods:

- **Merit Awards** – Students demonstrating exceptional qualities in professionalism, confidence, enterprise, awareness, and resilience will receive merit points that contribute to recognition and future opportunities.
- **Certificates of Achievement** – Official certificates will be awarded to individuals who excel in key areas, reinforcing their personal growth and academic dedication.
- **Personalised Phone Calls** – Faculty members will call students' families to share positive feedback and commend their successes, strengthening the support system around each learner.
- **Celebratory Visits** – Senior UTC leaders or special guests will visit classrooms to personally congratulate students who have demonstrated outstanding qualities in professionalism, resilience, and enterprise.

Additional Celebration Initiatives

- **Celebration Assemblies** – A formal celebration recognising outstanding students in various categories.
- **Student Spotlight Program** – Featuring top-achieving students in newsletters, social media, and UTC noticeboards.
- **Special Privileges** – High-achieving students may receive additional learning opportunities, mentorship programs, or exclusive UTC events.
- **Peer Recognition & Nominations** – Encouraging students to nominate their peers for awards, creating a culture of encouragement and appreciation.

Managing disruptive behaviour - The Stage System

At all stages, it is the teacher's responsibility to ensure that the student is aware of what stage they are on.

An **R1 (redirection)** can be issued if a student does not follow the instructions of a member of staff.

An **R2** can be issued if a student has already received an R1 and the student continues to not follow the instructions of the teacher described above and serves as a final warning.

An **R3** can be issued if a student has already received an R2 and the student's behaviour is causing a disruption to the class, thereby hindering the learning process.

A direct R3 can be issued in the following circumstances:

- If a behaviour poses a threat to the health and safety of others or themselves.
- The student's behaviour warrants an investigation to be carried out by the pastoral team

If a student receives an **R3** they are expected without further disruption to the walk themselves to the **Pastoral Area (PA)**. In some cases, students may be issued with an immediate **R3**. Reasons include verbal aggression (extreme rudeness), verbal abuse (swearing), physical aggression (threatening behaviour), physical abuse (physical contact) and unsafe behaviour.

If the student refuses to leave the lesson after an **R3** has been issued, duty staff are to be notified. It may be appropriate for a Pastoral manager or member of the Senior Leadership Team to repeat the instruction. If this fails, then the class could be moved to another room or a member of staff remains in the lesson until it ends and then deals with the student in question. Should a student refuse to move, and an entire class be disrupted, the student may receive an escalated sanction.

Disruptive behaviour outside of lessons, for example, rudeness, lack of cooperation or not following the expectations of UTCR, will also follow the stage system and should be recorded appropriately. Any unsafe, non-compliant, abusive or potentially dangerous behaviour will be referred to the duty member of staff to advise and act.

Directors and Pastoral Managers support teachers with behaviour management. A Director is expected to lead on establishing and maintain high standards for behaviour. Parent contact is made if a student is displaying poor behaviour in a particular subject but not in other subjects. Pastoral Managers lead on students who demonstrate poor behaviour across multiple subjects and/or around the UTC site.

The guidance on repeat removals given to staff is below:

Issue	Consequence	Ownership
Removed x 1 in a specific lesson	Pastoral area for that period Apology made LoFT set	Phone call home by subject teacher
Removed x 2 in a day	Complete the rest of the day in the Pastoral area from the point of the second removal, Apologies made	Phone call home by Pastoral Managers
Removed repeatedly from one specific subject lesson (shared teacher or not)	Potential for removal to Pastoral area for the subsequent week for those specific subject lessons. Work to be set by subject teacher	Readmission to lesson with parents, subject teacher and Director, subject report

Walking away

If a student has walked away from a member of staff and is displaying non-compliance, this will be reported to the member of On Call. The student will be placed into the Inclusion area and an apology will be made to the member of staff before returning to lesson.

The sanction for walking away from a member of staff can range from an apology and lunchtime LoFT to a suspension, depending on the context of the incident. This will be decided by the Senior Leadership Team.

Sanctions – (Whilst not exhaustive, below is some of the typical behaviours and sanctions)

Loss of Free Time (LoFT)

Short LoFT (15 mins)

- Lateness to lessons (up to 15 minutes)
- Minor uniform infringements
- Chewing gum in school
- Rudeness to staff
- Overheard swearing
- Inappropriate conduct around the site
 - Assemblies
 - Fire Drill
 - Anti-social behaviour
 - Queue jumping in the Canteen

Intentionally missed Short LoFTs are automatically escalated to a full LoFT

Full LoFT (30 mins)

- Lesson removals
- Truancy

Intentionally missed Full LoFTs are automatically escalated to working in isolation

A guide to responses to breaches of the Behaviour Procedure

Suspension	Internal Isolation	Loss of Free Time
<ul style="list-style-type: none"> • Abuse against sexual orientation and gender identity • Abuse relating to disability • Bullying • Drug and alcohol related • Inappropriate use of social media or online technology • Persistent disruptive behaviour • Physical assault against an adult • Physical assault against a student • Racist abuse • Sexual misconduct • Theft • Use/Threat of Use of offensive weapon/prohibited item. • Verbal abuse/threatening behaviour against a pupil • Verbal abuse/threatening behaviour against an adult • Wilful and transgression of protective measure in place to protect public health • Vandalism • Graffiti • Bringing the UTC into disrepute 	<ul style="list-style-type: none"> • Assault/Fighting • Defiance • Swearing or rudeness to staff which is more serious than LoFT but does not warrant suspension • Prejudice related incidents not meriting suspension • Smoking on-site • Walking away from staff-open defiance • Intentional non-attendance at LoFT • Persistent disruptive behaviour • Removed from lesson twice on the same day • Offensive, threatening or intimidating online behaviour • Peer to peer abuse/provocation • Bringing the UTC into disrepute • Vandalism • Graffiti 	<ul style="list-style-type: none"> • Refusal to work • Unacceptable behaviour towards another student • Anti-social behaviour • Truancy from lesson • Truancy from assembly • Inappropriate behaviour which conflicts with the UTC's attributes and values

Suspension

All incidents of Fixed Term suspension and Permanent exclusion adhere to national guidance

Suspension from maintained UTCs, academies and pupil referral units in England

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Suspension_Stat_guidance_Web_version.pdf

Staff response to claims of bullying & prejudice related incidents

We take reports of bullying very seriously and will investigate and follow up.

Step 1 - Bullying is a safeguarding concern and should be recorded on centralised reporting system (CPOMS). Students, staff and parents should ensure that the Assistant Principal for Behaviour and Safeguarding and Pastoral Managers are alerted to the incident.

Step 2 - The pastoral team will ensure that the incident is appropriately investigated to establish a version of events which is as accurate as possible. Students involved may be removed from lessons whilst the matter is investigated, to the Inclusion Zone or another area deemed appropriate. It is important to make it clear to the victim that this is not their fault and that revenge is not appropriate. The bully needs to understand that their behaviour is unacceptable, has caused distress and will have consequences.

Step 3 - Every effort should be made to resolve the problem through talking to both parties. Restorative conversations will often be used and administered by either the Assistant Principal, or the Pastoral Managers. Education for the perpetrator of negative comments and behaviours will always form part of any action taken by the UTC. The parents of both bully and victim will be kept fully informed of what has happened and how it has been dealt with.

Step 4 - If the bullying is of a very serious nature (for example, the incident may require a serious sanction or police intervention) then the matter will be led and investigated by the Assistant Principal and Designated / Deputy Designated Safeguarding Lead. Advice from the local authority may be sought to decide on an appropriate response. A student may face internal isolation for a number of days or suspension from UTC.

Step 5 - If the bullying continues and restorative conversations have not worked, then more severe sanctions and intervention will follow, almost certainly involving outside agencies (Exclusion and Reintegration Team, Local Community Support Service, Family Solutions, Social Care, CAMHS, Police).

Repeated bullying behaviour will result in a formal parent meeting with senior staff, which will be minuted and recorded. It is important that restorative justice be maintained for both parties, even when sanctions have been applied.

Incidents will be ranked on the following scale:

1. No offence was intended or taken.
2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.
3. Hurt or distress was caused and the pupil(s) responsible have previously been warned that their behaviour is unacceptable.
4. Substantial hurt or distress was caused and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.

Remember

If you think that bullying is occurring, talk to the young person concerned and ask them what has been happening. Either ask them to write it down, or do so yourself, so that it can be passed on to the appropriate member of staff in UTC. If the young person is not willing to report the issue or make a disclosure, report a concern or a change in behaviour to the UTC.

Bullying is a safeguarding concern and therefore needs to be prioritised. Staff are expected to be professionally curious. Details of all bullying incidents will be recorded on the UTCs bullying log (CPOMS).

UTC staff should be particularly vigilant at breaks and lesson changeover times. Staff should be visible around the corridors between lessons and breaks as well as monitoring the field and toilets during duty slots. Lesson changeover and break times are where victims are at their most vulnerable and bullying is not easily seen.

Bullying that involves child protection issues must be reported to the relevant external agency. Students making such disclosures will need to be made aware of this fact.

Mobile phones, mobile devices, wearable technology, e-cigarettes

The use of mobile phones and mobile devices are banned. Mobile phones are not to be used including classrooms. If a student needs to use their phone for any reason, then it must be done in the reception area only. In addition to this, staff are only to have their phones out in the staff room or office areas, unless it is exceptional circumstances, pre-agreed by the Headteacher.

If mobile phones or other electronic devices are seen or heard at any point during the following escalation applies:

- Stage 1 - Student is asked to put their phone away
- Stage 2 – If the phone is seen again, it is handed over and placed into reception for the rest of the day
- Stage 3 –If the student refuses to hand of the phone, they will be placed into Isolation.

Smart watches are not banned in UTC, but alerts and notifications are on silent. Smart watches will be confiscated, as above, if notifications or communication disrupt learning.

Video and voice recording of staff and students without their permission on mobile devices is not permitted and will trigger an appropriate sanction.

All forms of e-cigarettes are banned from UTC Reading and the same sanctions will apply to the use of e cigarettes on and off the UTC site as apply to smoking cigarettes.

Dress Code

UTC Reading is an educational environment where our intent is “to prepare students for the world of work.” Every company we work with has a dress code or clear expectations of what their employees are expected to wear, and UTC Reading is no different. UTC Reading has a well-defined dress code that applies to all students and staff members that study or work at the UTC.

Our Dress code is **Smart Professional Dress**

The full procedure for the UTC dress code can be found at:

<https://www.utcreading.co.uk/key-information/dress-code/>

Any students in breach of the dress code will be issued with a short LoFT. Where a student's attire is inappropriate for work, then they may be asked to go home and correct their state of dress. If a student is unable to correct their state of dress, then they will complete their learning out of their normal classes until it is rectified. KS5 students may be asked to go home, and return dressed appropriately or have their card blocked to prevent them from going off-site for the duration of the day.

Lanyards

Students are expected to wear an appropriate coloured lanyard with their ID. In the event of a student not having a lanyard, they will be placed into a short LoFT and issued with a temporary lanyard, that will be handed back to reception at the end of the day. If a student is seen during the working day without a lanyard on, they will again be placed into a short LoFT. If there are no temporary lanyards available, the student will then work for the day out of lessons in isolation.

Safety Searches

Conducting searches

Searching can play a critical role in ensuring that UTCs are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

List of banned substances/items

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes or associated paraphernalia
- Fireworks
- Pornographic images
- Any article that member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence
 - To cause personal injury to, or damage to property of any person (including the pupil) or damage to property of; any person (including the pupil)

Searches will **only** be conducted by members of the Senior Leadership Team, under the following conditions.

- When conducting a search, two members of staff must be present, one of whom is a member of the SLT and the other as the student.
- Searches should be conducted in appropriate spaces.
- Students must agree to a search. If they refuse, they will be placed in isolation whilst advice is sought from the Headteacher.

Any searches conducted will adhere to the national guidance below.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Safeguarding and SEN Considerations

- Any concerns arising during a search (e.g. signs of abuse or neglect) must be referred to the **Designated Safeguarding Lead** immediately.
- Reasonable adjustments will be made for pupils with **special educational needs** or disabilities.

Communication and Documentation

- A written record will be made, including the reason, outcome, and persons involved. This will then be uploaded onto CPOMS at the earliest opportunity.
- Parents/guardians will be informed of searches involving prohibited items.

A record of all searches will be logged onto the UTC monitoring systems.

We also have partnership services with the local Police and Health services to support with searches from time to time.