# Behaviour Management and Procedures

**Statement of Behaviour Principles**

UTC Oxfordshire (UTC) endeavours to provide a safe learning environment in which students can feel and be safe, enjoy and achieve. UTC recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment on promoting positive learning behaviours and good order. UTC Oxfordshire's behaviour management strategy emphasises positive strategies and a range of interventions in order that UTC's environment is one of cooperation, respect and shared responsibility. Behaviour is never somebody else's responsibility, it is all of ours.

To achieve these outcomes teachers and other UTC employees will be supported so that they are skilled at managing and improving students' behaviour. The Executive 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 UTC Oxfordshire. The senior leadership team will model the behaviours expected of staff and students in line with these procedures.

This behaviour management procedure is used in conjunction with the Activate Learning Education Trust (ALET) Behaviour policy.

**Aims**

To achieve our aims employees at UTC Oxfordshire 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 any and all inappropriate behaviour
- Ensure students follow UTC's expectations at all times.
- Staff take responsibility for behaviour initially – seeking support/escalation when required
- Ensure sanctions 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.

The UTC 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 of 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 reconcile

The expectations of behaviour should be shared with all staff and students. Our success is tested not by the absence of challenges but in the way we address them. We follow three simple rules which we expect all students to follow: be professional, be respectful and to be safe at all times.

**Rewards and Recognition**

UTC uses a range of rewards and positive reinforcement strategies. Examples of these include:

- Praise
- 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 assemblies
- Certificates of achievement, effort and improvement
- Phone calls / letters / postcards/emails
- 'Fry-up' Friday
- Celebration through the school newsletter
- Positive Progress points
- Positive phone calls/emails home

By these means UTC 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 manner in which 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 of others. UTC reserves the right to correct inappropriate or incorrect items of Business Dress by making contact with parents or by sending students home with notice to

change. Inappropriate dress code items may be confiscated and held by a member of staff for collection at the end of the day.

**Behaviour in scheduled activities (including, lessons, workshops, tutor times etc)**

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's belief in positive reinforcement, students who display positive learning behaviours should receive praise and recognition. Adverse behaviours, and students displaying adverse behaviours, will be corrected in line with UTC's range of disciplinary sanctions. 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 homework, off task behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation.

**Use of Mobile Phones/Devices**

Students are encouraged to act responsibly in lessons and use of mobile devices/phones is not allowed. At UTC Oxfordshire we have 'see it, hear it, lose it' process. Students may use mobile devices/phones ONLY with express permission of the member of staff in Year 12 and 13 and within the LRC. This also applies to headphones and the use of laptops without specific permission from the member of staff.

If a student uses their phone in the lesson the device/phone it will be confiscated and at the discretion of the teacher, either handed back at the end of the lesson or handed into Reception to be collected at the end of the day. If the student refuses to hand over the phone they may be removed from the lesson by the member of staff on-call and their phone will be removed. Staff are responsible for recording the sanction on CPOMS on the day of the incident.

Repeat offenders will be required to hand their phone in to reception by their head of year and may be collected again at the end of the day.

**Consequences**

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

- Informing students of the errors of their ways and supporting correction
- Restorative justice
- Making good the missed work
- Loss of social time
- Removal from the lesson to work under supervision in the Reflection Room
- Isolation within the reflection room
- Being placed on report

- Setting improvement targets/mentoring
- Behavioural contract
- Behaviour/pastoral support plan
- Use of off-site intervention provision
- Internal suspension
- External suspension
- Verbal, written and final warnings

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

**The Reflection Room**

Students are escorted to the Reflection Room when they are on-called. Whilst in the reflection room, students will be given an opportunity to reflect upon the incident that resulted in them being on-called and will be expected to complete classwork for the lesson that they have been removed from. The following consequences are then in place after:

- Students will have a removal of privileges the following day – this means that they will spend break and lunch time in the reflection room
- If a student is removed twice in the same day, they will be isolated the following day and parents informed.
- If a student is removed four times in a week, an external suspension will be sanctioned and a reintegration meeting with parents will be required

**Monitoring, Support and Intervention**

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

UTC 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 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.

**Suspension and Exclusion**

While UTC will take all reasonable steps to meet individual need and help individuals to improve, 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 Department for Education's Exclusion Policy, suspensions and 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

Also, in line with the exclusion policy, 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 in UTC, thus placing the student at high risk of permanent exclusion.

For further detail on the circumstances in which UTC will either use a suspension or permanently exclude a student, refer to the Department for Education Exclusions Policy

**Freedom from bullying**

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 schools and academies to have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. We use 'Whisper' as an additional reporting mechanism for students and parents to inform us of any incidents of bullying.

UTC participates in the annual Anti–Bullying Week, incorporating strategies and materials into the PPD programme. In respect of anti-bullying 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 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 PPD 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's safeguarding practices and through the PPD programme.

**Behaviour outside UTC Oxfordshire**

Students who breach the ALET 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 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 in some other way identifiable as a student at UTC Oxfordshire and whether the behaviours could adversely affect the reputation of UTC Oxfordshire.

For acts of aggression or acts which threaten the health and safety of others, UTC reserves the right to involve the police. Equally, if UTC 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 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 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 Oxfordshire does not need to obtain written consent to carry out a search of the student's belongings. It is enough to ask the student to hand over an item, or to ask whether the staff member can look in the student's bag or locker, and for the student to agree.

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

**The use of reasonable force**

UTC 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. This process is one which requires appropriate training.

**Malicious accusations against school 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**

UTC believes strongly in the power of working in close co-operation with parents 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

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

**Monitoring, Evaluation and Review**

The Executive Principal will monitor the implementation and effectiveness of this procedure and review it annually through the use of data on exclusions and other consequences and report to the Board of Governors. The procedure will be promoted and implemented throughout UTC Oxfordshire.

Date created: September 2023  Date of Review: September 2024