ALDRIDGE EDUCATION

Behaviour Policy

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Introduction

Aldridge Education (a Multi Academy Trust) is committed to providing an environment where everyone can feel safe, happy, accepted and included. It is important that an orderly framework should exist within which effective teaching and learning can take place. We recognise that positive behaviour is a pre-condition for effective learning and, therefore, promote behaviour improvement strategies as a means of improving learning and teaching.

We recognise and celebrate effort and success, so that all learners feel valued. We teach learners to take responsibility for their own actions and to accept the consequences of their choices. We adopt a zero-tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

The academy holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

This policy applies to all members of the Aldridge Education community, including support staff, teachers and leadership in all academies, local governors, volunteers, learners, visitors and staff directly employed within the Aldridge national team.

Legislation and guidance

This policy is based on the following guidance from the Department for Education (DfE):

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units
- Use of reasonable force in schools
- Supporting learners with medical conditions at school
- KCSiE
- DfE non statutory guidance: Mobile Phones in Schools

It is also based on the

- special educational needs and disability (SEND) code of practice.

In addition, this policy is based on

- *Schedule 1 of the Education (Independent School Standards) Regulations 2014*; paragraph 7 outlines an academy's duty to safeguard and promote the welfare of children; paragraph 9 requires the academy to have a written behaviour policy and paragraph 10 requires the academy to have an anti-bullying strategy.

Aims

- to encourage good behaviour and respect for others within and outside of the academy
- to promote self-discipline and proper regard for authority among learners
- to state what is expected of learners
- to ensure parents and carers, learners, staff, visitors and volunteers understand what is expected of them
- to provide guidance on possible rewards and sanctions to ensure they applied consistently
- to ensure that staff are seen to be fair and consistent.

UTCW's key focus is to support young people to prepare for the world of work, develop technical skills and to find meaningful careers. This includes: apprenticeships, university, or employment. Partner organisations, such as Sellafield Ltd and Manchester Metropolitan University worked together to create the UTC. The result is that students have the opportunity to forge valuable relationships and experiences within the STEM industry in the North West and beyond. To do this, the UTCW has developed a behaviour curriculum that draws on principles of good practice from The Behaviour Hub network and the needs of the employer partners and how they want to shape their employees. It is essential that the curriculum must apply to the behaviour of all

its members and to all adults (teachers, other staff, parents, carers and visitors) as well as to students. Only by example can staff teach and demand good standards of behaviour from students. We also recognise that the success of the policy depends on the full support of parents and guardians. To this end, the Home-College Learning Agreement has been drawn up which reflects the expectations of UTCW.

Our behaviour curriculum:

- Supports students to take personal responsibility for their actions
- Ensures that there is a consistency across staff with behaviour management
- Supports the worked-based environment and models professional expectations in line with those of partners from industry
- Underpins a culture of encouraging students to focus on successful outcomes; • Has a visible strategy which promotes positive and focused conversations to reinforce expectations driven by students' aspirations
- Encourages and supports students in their progress towards being considerate and tolerant of others, in line with the British Values statement of UTCW.

Such encouragement is delivered through day-to-day contact with each individual student and through the corporate life of UTCW and the ethos: **Attitude, Belief, Commitment**.

Who was consulted?

Aldridge Education Trust worked with their academy senior leadership teams and staff to agree what constitutes good behaviour, and to develop this policy in consultation with parents, learners, and staff so that it ensures equality for all. All learners are consulted periodically on the rules, rewards, and sanctions.

Scope and publication

This policy is publicised to all parents, learners, and staff in writing at least once a year. The policy is also provided through the academy website and on request. This policy can be made available in large print or other accessible formats if required.

The academy rules (Academy Specific) can be found at **Appendix A** of this policy, and learners are made aware of them. They are also available on the academy website, and on request.

The tariff of Rewards and Sanctions (Academy Specific), can be found at **Appendix B** of this policy, and learners are made aware of them. They are also available on the academy website, and on request.

The behaviour alert system is in place for staff to seek support for learners who are not adhering to the core behaviour expectations of the classroom and/or academy. Bromcom is the system used to record all behaviour related events. Categorisation of these events will be in four distinct sections which have a graduated response depending on the severity of the behaviour incident The process for this can be found in **Appendix F** of this policy.

Roles and Responsibilities

All adults are responsible for promoting good behaviour and managing behaviour around the academy.

Chief Executive Officer

The Chief Executive Officer will approve the behaviour policy and hold the Principal to account for its implementation.

The Principal

The Principal:

- is responsible for reviewing and approving this behaviour policy and implementing it in the academy.

- will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- will report termly on "behaviour" and "anti-bullying" and "incidents of racism" to the Trust.
- will ensure that there is a tariff system in place which identifies the behaviours that will warrant a sanction. This is to be communicated to all staff.

The Senior Leadership Team

The Senior Leadership Team:

- Will support staff in responding to behaviour incidents.
- Collate and analyse data collected on behaviour events positive and negative, search for patterns, implement support where needed and fix gaps that arise
- Will identify and implement a rewards system which is equitable in its approach and allows for all learners to be recognised
- Will identify learners within the 15% and 5% and ensure that all routines are differentiated and scaffolded to accommodate these learners needs. 80/15/5 is an inclusive practice approach that requires staff to modify and adapt routines, systems and processes for some of our learners so that they are able to have their individual needs met
- the significant **majority** of learners are willing and happy to engage in positive behaviour for learning: they meet behaviour standards consistently and reliably (80%)
    - a **minority** struggle to consistently meet behavioural expectations but, when supported and challenged (through consistent use of the behaviour system, among other things), they are able to meet the standard (15%)
    - an even **smaller minority** may significantly struggle to meet the behavioural standards and, in some cases, conventional use of the behaviour system can exacerbate the issue. They might need something completely different to the rest of the school. (5%)
- Will monitor all bullying incidents half termly in order to identify patterns, both in relation to individual learners and across the academy as a whole and extending to considering detail related to both victims and perpetrators.

Academy Staff and Agency Staff

Staff are responsible for:

- engaging in training and professional development that supports them to understand and apply the behaviour policy
- implementing the behaviour policy consistently
- modelling positive behaviour
- providing a personalised approach to the specific behavioural needs of some learners
- using the behaviour alert system
- recording behaviour incidents (see Appendix C)
- Striving to ensure that no one becomes a victim of bullying and to report any suspected incidences of bullying behaviour. All members of the academy community will comply with this and maintain an inclusive, kind academy culture with positive attitudes towards all members of our community.

Parents

Parents are expected to:

- support their child in adhering to the academy rules (Academy Specific) and this policy
- inform the academy of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly.

Academy Rules

These link explicitly with our academy values:

- To ensure that all members of the UTCW community are aware of the aims and expectations of UTCW in terms of behaviour and consistency
- To encourage students to have the correct uniform and equipment
- To encourage good, orderly behaviour and self-respect, as well as respect for others
- To provide consistent and effective support for staff and students
- To provide clear guidelines to colleagues on the consistent use of rewards and sanctions
- To promote a positive attitude to learning and provide a learning environment that enables students to realise their potential and make progress
- To support students in achieving success and encourage patterns of good behaviour through a range of rewards
- To deal with incidents of unacceptable behaviour with appropriate sanctions
- To ensure that all students are treated equally and fairly with regards to rewards and sanctions
- To ensure that students, parents and carers are aware of the rewards and disciplinary referral routes.

The academy specific rules and expectations can be found in **Appendix A.**

Conduct

Learners are expected to be polite and show consideration towards each other, academy staff and others.

Learners are required to assist the academy with tackling bullying and to follow the academy's Anti-bullying Strategy. Learners, whether in or out of academy, are expected to follow and demonstrate the Aldridge Norms and to adhere to the following statements.

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the college
- Treat the college buildings and college property with respect including temporary buildings and materials.
- Wear the correct uniform at all times
- Bring all the necessary equipment to college (pen, pencil, ruler and calculator)
- Accept sanctions when given
- Hand in mobile phone at the start of each day
- To use equipment as directed by a member of staff
- Refrain from behaving in a way that brings the college into disrepute, including when outside college or online

Learners are required to observe the following basic rules in the classroom:

- Engage with the learning tasks as set by the teacher
- be considerate of others in the classroom and ensure that learning is not disrupted
- listen to others when they are talking
- put their hand up to speak unless directed otherwise by the teacher
- take pride in their work through effort with presentation, using resources respectfully and trying their best.
-

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- create and maintain a stimulating environment that encourages learners to be engaged and actively participate in the learning.
- promote good behaviour in the classroom
- develop a positive relationship with learners, which may include:
    - greeting learners in the morning/at the start of lesson
    - establishing clear routines and following all relevant minute by minute plans which support these
    - communicating expectations of behaviour in ways other than verbally highlighting and promoting good behaviour
    - Seating plans
    - concluding the day positively and starting the next day afresh
    - having a plan for dealing with low-level disruption
    - using positive reinforcement.

Low-level disruption

Low-level disruption and the use of offensive language, despite being different to bullying and not necessarily specifically targeted to an individual or group, can have a significant impact on some. If left unchallenged or dismissed as banter or horseplay it can become established and accepted behaviour and may influence the extent to which anyone affected by this may also feel able to report experiences of targeted bullying behaviour. Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

Learner support

The academy recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the learner.

The academy understands that disruptive behaviour can be an indication of unmet needs. The academy's Special Educational Needs Coordinator will evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where a learner is at risk of behaviour related sanctions or there are concerns regarding behaviours exhibited, potential suspension or exclusion, the Principal, working with the Special Educational Needs Coordinator, will work with other members of staff to ensure the academy is doing all that is possible to support a learner's needs including contact with external agencies.

Where necessary, support and advice will also be sought from the Trust, specialist teachers, an educational psychologist, medical practitioners and/or others to identify or support specific needs.

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Learner support systems

We have the following learner support systems in place at this academy:

- Academic support
- Emotional and mental health support
- Mentoring and guidance

- Digital and technical support
- Inclusion and accessibility support
- Communication and feedback systems

Rewards and sanctions

UTCW provides students with rewards for exceptional behaviour and achievement. We work closely with the Skills Builder Partnership to ensure students achieve the essential skills needed for employment. Essential skills unlock learning in the classroom, boosting academic outcomes, perseverance and self-belief. They halve the likelihood of students being out of work and increase earnings across a lifetime. They even boost wellbeing and life satisfaction.

UTCW staff will identify and reward students when display one of the following attributes.

- Listening
- Speaking
- Problem solving
- Creativity
- Staying positive
- Aiming High
- Leadership
- Teamwork

Rewards

We believe that rewards can be more effective than punishment in motivating learners. Positive behaviour management may be defined as the strategies the academy employs to promote a well ordered, purposeful academy community. These strategies underpin the Behaviour Policy. It is the academy policy to recognise, acknowledge and reward individual achievements by learners.

We will reward children who are exhibiting behaviour that links closely to our academy values. The following are examples of areas considered to be worthy of individual recognition:

- Consistently improved standards of work – (Determination)
- Behaving with integrity – (Responsibility)
- Showing kindness to others or being helpful, above expectations – (Empathy)
- Good or outstanding pieces of work – (Aspiration)
- Service to the academy or local community – (Make a difference)
- Outstanding effort or achievement in extra-curricular activities.

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationships between teachers and learners. We may reward learners in the following ways:

- verbal praise by staff
- approving signs/acknowledgments
- points
- sent to another teacher or Principal to show off their work/good deed
- Principal award stickers
- certificate (Assembly)
- gold star/stamp
- Skills builder points

Sanctions

The academy understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual learner needs in determining the appropriate use of such sanctions, including the learner's age, any special educational needs or disability and any religious requirements affecting the learner.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The academy has a range of disciplinary sanctions that may be implemented as appropriate, and these are set out in full at **Appendix B** (Academy Specific) of this policy.

Sanctions may include:

- verbal warning
- all incidents are followed up with a restorative conversation centred on the impact of that behaviour on themselves (their learning) and/or on others (people or property); with a view to the child being supported in how to put things right
- recording the incident in an appropriate way (See **Appendix C**, Academy Specific)
- incidents reported to parents:- text, email, phone call
- meeting with parents
- making up for learning time lost
- detentions
- repair any damage caused (repair relationship, repair property and repair learning)
- Removal from class - sent to a 6th form lesson.
- Internal suspension- this allows learners to continue on site with their education, but isolated from their peers and prevents external suspension. This may be on-site or at a partner school
- Fixed term suspension – this will provide time to consider further support needed which will consider the options available to the school, in order to support the learner to reintegrate successfully (At this stage a PSP will be considered which may lead to a discussion about a modified timetable, the possibility of a managed move if appropriate and/or a referral for a pre-exclusion placement at an alternative provision)
- Permanent exclusion this may be considered for a serious breach of the behaviour policy (this includes items on the tariff system), or persistent refusal to adhere to the behaviour policy

In all cases of misconduct, including those outside of the academy, the Principal will consider whether the police or the local authority's anti-social behaviour coordinator should be notified of the disciplinary action taken. The police will always be informed where the learner's behaviour is criminal or poses a serious threat to the school community or a member of the public.

Any learner that brings the school into disrepute is at risk of permanent exclusion, this includes but is not limited to: fighting, bringing, carrying and or supplying prohibited items, persistent disruption to learning, use of social media to inflame or cause upset to the school community
Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the academy's child protection procedures will be followed.

Searching learners

The Department provides Searching Screening and Confiscation Advice for academies. This has been updated to include current government guidance following Child Q strip search.

Academy staff can search learners and their possessions with their consent for any item.

The Principal and staff members authorised by the Principal have a statutory power to search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a prohibited item.

Reasonable grounds could include:

- Hearing the learner or other learners talking about an item
- Being told directly of an item
- Seeing an item
- Noticing a learner behaving in a way that causes you to suspect that they're concealing an item
- Viewing CCTV footage

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, vapes and cigarette papers
- fireworks
- Pornographic, offensive, discriminatory or otherwise illegal images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the learner)
- any item banned by the academy rules which has been identified in the rules as an item which may be searched for.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a learner or their possessions will be carried out by a staff member of the same gender which the learner identifies as; and there must be a witness (also a staff member) and, if possible, they should be the same gender which the learner identifies as Staff should always seek the informed cooperation and consent of the learner before any search takes place.

There is a limited exception to this rule. The Principal or an authorised staff member can carry out a search of a learner of the opposite sex and /or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. The member of staff witnessing the search must also be the same sex as the learner being searched **if** this is reasonably practicable. When an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff, and make sure that a record is kept.

Searches without consent can only be carried out on the academy premises or, if elsewhere, where the member of staff has lawful control or charge of a learner, for example on academy trips in England or in training settings. Where possible, staff should avoid stating that a learner can be sanctioned for refusing to consent to a search, as this may imply that the learner did not freely consent. However, before issuing any sanctions, staff must ensure that;

- The learner understands your instructions and what a search will involve;
- The learner has not had a previous negative experience of being searched;
- If a learner still refuses to cooperate, staff should;
    - Consider sanctioning them in line with the behaviour policy
    - Decide whether a search is needed urgently and seek advice from the Principal or DSL. During this time, the learner should be supervised somewhere away from other learners
    - Assess whether it's necessary to use reasonable force to conduct the search. Consider whether this would prevent the learner from harming themselves or others, damaging property or causing disorder. **Note**: you can only use reasonable force to search for **prohibited items,** not other items banned at school

Staff may confiscate, retain, or dispose of a learner's property as a disciplinary penalty where it is reasonable to do so. For example, alcohol, fireworks, tobacco, vapes or cigarette papers may be disposed of. These items will not be returned to the learner.

If a search or confiscation takes place, details are to be recorded on Appendix D and uploaded onto CPOMS

Strip Searching

A strip search involves the removal of more than the outer clothing. Strip searches will only be necessary in very exceptional circumstances. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. Before calling police into school, staff should assess and balance the risk of a potential strip search on the learner's mental and physical wellbeing and the risk of not recovering the suspected item. School staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary and will always ensure that other appropriate, less invasive approaches have been exhausted before calling police into school. Equally, we expect the police to consider all other less invasive approaches before determining a need to undertake a strip search. Police will only be called in to school as a last resort and with the permission of the principal and DSL.

It is never the decision of the school for a strip search to be undertaken. This can only be determined by the police. School staff have a duty of care to learners and will advocate for learner wellbeing at all times. Aldridge Education expects police officers to assess and balance the risk of a potential strip search on the learner's mental and physical wellbeing and the risk of not recovering the suspected item. Unless there is an immediate risk of harm or it is not reasonably possible school staff will inform a parent of the learner in advance of the potential search, even if the parent is not acting as the appropriate adult. It is expected that such circumstances will be extremely rare and that police will generally be able to take steps to remove any immediate risk of harm to learner or others. This will allow them to wait for a parent to arrive before conducting the search. Parents will always be informed of any strip search that has taken place. Aldridge Education expects the police officers attending to behave in a proportionate manner and to seek to de-escalate any situation. Therefore, leaders expect that the police will only carry out a search if they think it is necessary to remove an item related to a criminal offence **and r**easonably consider the learner might have concealed such an item.

If a search or confiscation takes place on school premises, the Trust's CEO must be informed, and details are to be recorded as detailed in **Appendix D** and uploaded onto CPOMS. Records will be monitored for any emerging trends.

Learners will be given appropriate support after any strip search, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but it will always also be accompanied by a safeguarding process handled by the school which gives attention to the learner's wellbeing and involves relevant staff.

Use of handheld metal detectors and screen arches

Handheld metal detectors (or meal detecting wands) are portable devices that are used to scan individuals and their belongings for concealed metal objects or weapons. Screen arches (walk through metal detectors) are static arches which are designed to detect metal objects or weapons when they are walked through.

Principals may make the decision to implement the use of these security measures on an adhoc or temporary basis if there are concerns about the safety of learners and staff. Clear communication will be sent home to parents and carers if the decision is made for this to happen.

Phones and other electronic devices

Mobile phones can only be used according to the rules in place at the academy. This includes any item

associated with a phone, such as air pods and earphones and any type of smart technology, such as a smart watch. Where these are seen or heard in contravention to the rules, they will be confiscated and returned to the learners parent or carer at the end of the week – Friday afternoon at 3:30pm at reception.

Mobile phones must not be used to record (voice or video) any member of the school community either covertly or knowingly whilst in school or on a school trip / event. Any such behaviour will be considered a contravention of the school rules and appropriate sanctions will be imposed.

There is **no need to have parental consent** to search through a young person's mobile phone.

When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so. This needs to be done in the presence of another member of staff and details about what was examined or deleted to be recorded on CPOMS.

If an electronic device that is prohibited by the academy rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible. Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they will decide, in consultation with the Principal, whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of academy discipline.

Any necessary information to be logged on CPOMS.

Use of reasonable force

In some circumstances and as a last resort, all staff may use reasonable force to restrain a learner to prevent them:

- causing disorder
- hurting themselves or others
- damaging property.

The Principal and staff members authorised by the Principal can use such force as is reasonable when searching a learner without consent for prohibited items only. This same approach does not apply where items are on the list of those banned under the academy rules but which are not defined as prohibited items.

Incidents of physical restraint must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents.

All staff will receive basic training in the principles of safe restraint and any staff not yet trained should seek support from others who are trained. **All records of restraint must be recorded on Appendix E, completed, reviewed and signed off by a senior member of staff within 24hrs of the restraint and uploaded onto CPOMS**

Learner witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained in line with the Retention of Records Policy.

In September 2025, the current guidance on the **Use of Reasonable Force is due to change** with stronger duties on governors, school leaders and staff to take a more student-focused, inclusive response. Our academy

will adhere to any additional expectations on practice, reporting and recording and if necessary, will revise our behaviour policy once the new guidance has been released.

Beyond the academy gate

This policy applies to all learners when they are in academy, and in some circumstances, at the discretion of the Principal, when they are out of academy during and outside school hours and term time.

Our policy covers any inappropriate behaviour when learners:

(*This is not an exhaustive list*):

- are taking part in any academy organised or academy related activity
- are travelling to or from academy
- are wearing academy uniform
- are in some way identifiable as a learner within our academy
- behaviour could have repercussions for the orderly running of the academy
- pose a threat to or affects the welfare of another learner or member of the public
- could adversely affect the reputation of the academy or the Trust.

The academy is committed to ensuring our learners act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including taxis) to and from academy, educational visits or learning opportunities in other academies
- good behaviour on the way to and from academy
- positive behaviour, which does not threaten the health, safety or welfare of our learners, staff, volunteers or members of the public
- reassurance to members of the public about academy care and control over learners in order to protect the reputation of the academy
- protection for individual staff and learners from harmful conduct by learners of the academy when not on the academy site.

The same behaviour expectations for learners on the academy premises apply to off-site behaviour.

Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all reported incidents of sexual harassment and/or violence are met with a suitable and immediate response and never ignored.

We recognise that even if there are no reported cases of child-on-child abuse, it may still be taking place but is just not being reported. We have a zero-tolerance approach to abuse, and it will never be tolerated.

Learners are encouraged to report abuse or anything that makes them uncomfortable, no matter how 'small' they feel it might be. Academy staff will be provided with education on sexual harassment and violence in order that they recognise potential incidents and respond appropriately.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

Sanctions for sexual harassment and violence are set out in the Sanctions Tariff at Appendix B.

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- responding to a report
- carrying out risk assessments, where appropriate, to help determine whether to:
    - manage the incident internally
    - refer to early help
    - refer to children's social care Report to the police.

The academy follows the following statutory guidance: Keeping Children Safe in Education, Sexual Violence and Sexual Harassment Between Children in Academies and Colleges and the Child Protection and Safeguarding policy - please refer to these for more information.

Learner transition

To ensure a smooth transition to the next year, learners behaviour records are shared with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to learner behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those learners transferring to other schools.

Suspensions and Permanent Exclusions

Suspensions or permanent exclusions are possible sanctions for a breach of this policy. The academy will follow government guidance on suspensions and exclusions. The academy aims to operate within the principles of fairness and natural justice.

Please refer to the academy's Suspension and Exclusions Policy for further details on exclusions, including the academy's approach, procedures, and reviews.

Malicious allegations against staff

Where a learner makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

Staff training

Behaviour management and the behaviour policy is a topic covered in September (start of year) training and in staff induction. This is supplemented through the year as needed.

Our staff are provided with training on managing behaviour and where needed including proper use of restraint.

Behaviour management will form part of continuing professional development.

Bullying

Statement

It is recognised that all schools/academies are likely to encounter problems with bullying at some time UTCW regards bullying as particularly serious and firm action will always be taken against it. The aims of this policy are to:

- Maintain and promote a positive and inclusive culture among all pupils and staff and setting out positive action to help prevent incidences of bullying from occurring.
- Deter bullying behaviour by detecting it when it occurs and responding appropriately on a case-by-case basis which may lead to disciplinary sanctions and if necessary, permanent exclusion.

- Produce a consistent response by the academy to any bullying incidents that may take place.
- Comply with the academy's duties under equality legislation.
- Account for new developments of technology

Bullying behaviour is always unacceptable and will not be tolerated at this academy because:

- It is harmful to the person who is bullied as well as to those who engage in bullying behaviour and those who support them and can in some cases lead to lasting psychological damage, including suicide.
- It interferes with a pupil's right to enjoy their learning and leisure time.
- It is contrary to the academy's aims and values.

Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. The hurtful behaviour may be repeated over a period of time and, if allowed to continue in the social context of a school/academy, can become an established and accepted form of behaviour, thus making it extremely difficult for victims to defend themselves.

It can take various forms:

- Physical – for example fighting, damaging or hiding someone's clothes or belongings.
- Psychological – for example, excluding someone from a group, activity or place; aggressive name-calling
- Cyberbullying (for example via social media, gaming, phone calls, text messages, photographs or emails)
- Discriminatory and prejudiced behaviour either direct or indirect
- Use of derogatory language

Bullying may also be:

- racist, or relating to someone's religion or culture
- sexual (i.e. talking to or touching someone in a sexually inappropriate way) - harmful sexual behaviour includes sexual harassment (including through sexualised language), online sexual abuse and sexual violence
- sexist – related to a person's gender or gender reassignment
- homophobic, biphobic or transphobic (HBT)
- related to someone's disability, special educational needs, learning difficulties, intellectual ability, health or appearance
- related to pregnancy or maternity
- related to someone's home circumstances.
- related to low level disruption which, despite being different to bullying, if left unchallenged or dismissed as banter or horseplay can become accepted and established behaviour and may influence the extent to which experiences of targeted bullying is reported

Responsibilities

It is everyone's responsibility to ensure that no one becomes a victim of bullying and to report any suspected incidences of bullying behaviour. We expect all members of the academy community to comply with this and maintain an inclusive, kind academy culture with positive attitudes towards all members of our community. Discriminatory words and behaviour should always be treated as unacceptable. We are supportive of all members of the academy community regardless of any disabilities and background. Furthermore, we expect all who work and learn in our academy to celebrate and value differences between all members of society.

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. We encourage learners to report any form of unkind behaviour and all learners should be reassured that all reported incidents will be handled in accordance with the processes described in the policy.

Safeguarding and child-on-child abuse

Children and young people may be harmful to one another in a number of ways which would be classified as child-on-child abuse. In most instances, the conduct of learners towards each other will be covered by the academy's behaviour policy. However, some allegations might be of such a serious nature that they become safeguarding concerns.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is *'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.* Where this is the case, UTCW will report their concerns to the local authority children's social care. Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the learner who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Staff vigilance

Members of staff are vigilant at all times but particularly before and after lessons, in the queue for the canteen and in the canteen itself, in the queue for academy transport and on academy transport. Staff are expected to promote an anti-bullying culture and prevent bullying in various ways including:

- anticipating problems and providing support
- celebrating achievement and positive attitudes
- disciplining fairly, consistently and reasonably, taking into account any disability or special educational need of the pupil and the needs of vulnerable learners
- making opportunities to listen to pupils and find out if there are any areas of the school where they feel less safe, responding to any concerns swiftly
- acting as advocates of learners
- discussing behaviour and concerns in meetings.

Anti-bullying education

UTCW ensures that a variety of measures are taken throughout the year to educate learners about bullying and this policy. Learners are taught that bullying will not be tolerated at the academy and how to promote positive attitudes as well as how to share problems and raise concerns.
Measures include:

- annual anti-bullying awareness week
- anti-bullying posters placed around the academy
- Personal, Social and Health education (PSHE)
- anti-bullying messages in assemblies and in tutor groups.
- Regular assemblies focused on anti-bullying themes and positive behaviour reinforcement.
- Peer mentoring and buddy systems to ensure every learner feels supported and connected.
- Training for staff and student leaders on how to identify, respond to, and report bullying.
- Accessible reporting systems, including anonymous options, for students to raise concerns safely.
- Parental engagement initiatives, such as newsletters, workshops, and information evenings, to reinforce anti-bullying messages at home

Reporting

Learners and parents can report incidents of bullying through the following methods:-

- Speaking directly to a trusted member of staff, such as a class teacher, form tutor, or pastoral lead.
- Emailing the school's safeguarding or pastoral team using the contact details provided on the school website.
- Calling the school office and requesting to speak to a relevant staff member.
- Attending scheduled meetings with staff or requesting a meeting to discuss concerns.
- Filling out a concern/reporting form, available at reception or from designated staff.

In the event of an instance of bullying being observed or reported, the member of academy staff must:

Respond quickly and sensitively and ascertain the facts from the victim whilst offering support, reassurance and advice.

Report the allegation to the teacher, tutor, head of year, other member of staff, of the victim and the purported bully without delay by adding the incident onto CPOMS (for the victim) and Bromcom (for the alleged perpetrator.)

All incidences of bullying must be treated as serious and the above steps followed, however minor.

Appropriate records must be produced and maintained following assessment and investigation of bullying incidents.

Pastoral staff to agree on whether a personalised strategy is required for the victim and/or perpetrator and if so, recording this in writing or updating any existing plan. Parents are to be informed of decisions on any interventions or sanctions for their child. The SLT Lead for Behaviour is to be informed of the incident and any strategies that are going to be implemented.

Partnership with parents/carers

Parents/carers are encouraged to work with the academy to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the academy, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the academy to ensure that learners can return home safely.

Multi-agencies and external advice

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support learners, they include:

- increased communication between home and academy
- development of individual education plans and focused work
- implementation of a learner profile
- social stories
- sensory activities
- additional reward time through a now and next approach
- PSP (Pastoral support programme)
- support from the SENDCo (Special Educational Needs Coordinator), identified teaching assistants, teachers
- support from external agencies

- small group work or 1:1 support in self-esteem, emotional literacy
- Targeted interventions**,** such as social skills groups, emotional regulation sessions, or anger management programmes.
- Modified timetables or safe spaces to support learners in managing transitions and reducing anxiety.
- Positive reinforcement systems, such as reward charts or behaviour tracking, to encourage improvement.
- Access to a trusted adult/key worker for regular check-ins and emotional support.

Monitoring, evaluation and review

The Principal and other appropriate members of staff will evaluate the impact of this policy by collecting and analysing data by year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term
- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour
- instances of bullying and action take

Individual academy recording/reporting of "Behaviour" and "Anti-bullying" data will form part of the termly principal report to the Trust.

Prior to any review of the policy, feedback will be sought from the academy council, learners, staff and parents on the effectiveness of the policy.

The policy will be reviewed every year by the Trust. This effectiveness of this policy will be reviewed at least once a year by the Local Governing Committee at which point they will also moderate the policy to ensure it reflects the academy behaviour system and that Appendix 1 -3 have been populated and updated where required.

Links to other policies and procedures

This Policy is linked to the following policies:

- Child Protection and Safeguarding
- Suspension and Exclusions Policy
- Equality Objectives

Appendix A: The Academy Values and Rules (Academy specific)

Students of UTCW are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the college
- Treat the college buildings and college property with respect including any temporary buildings and materials.
- Wear the correct uniform at all times
- Bring all the necessary equipment to college (pen, pencil, ruler and calculator)
- Accept sanctions when given
- Hand in mobile phone at the start of the day
- To use equipment as directed by a member of staff
- Refrain from behaving in a way that brings the college into disrepute, including when outside college or online
- Be punctual for the start of college and each of their lessons.

Appendix B: Tariff of rewards and sanctions (Academy specific)

UTCW provides students with rewards for exceptional behaviour and achievement. We work closely with the Skills Builder Partnership to ensure students achieve the essential skills needed for employment. Essential skills unlock learning in the classroom, boosting academic outcomes, perseverance and self-belief. They halve the likelihood of students being out of work, and increase earnings across a lifetime. They even boost wellbeing and life satisfaction. UTC staff will identify and reward students when display one of the following attributes.

Rewards

UTCW's reward system is based around the Skills Builder Framework. These are essential skills that unlock learning in the classroom, boosting academic outcomes, perseverance and self belief. They halve the likelihood of being out of work and increase earnings across a lifetime. Students can be awarded for the following skills:

Leadership

Teamwork

Staying positive

Aiming High

Problem Solving

Creativity

Listening

Speaking

Students are also rewarded with phone calls home, if they remain behind after college to complete work, If they complete a past exam paper, attend an interview, attend a STEM event, help at an event, have 100% attendance for 1 week, for taking part in co-curricular and for attending the learning lab at lunch times.

Sanctions

To maintain a safe, respectful, and productive learning environment, the school applies a structured system of sanctions in response to unacceptable behaviour. Sanctions are designed to be fair, proportionate, and consistent, encouraging students to reflect on their actions and make positive choices in the future. While the emphasis is always on promoting positive behaviour, appropriate consequences are essential when expectations are not met, ensuring accountability and supporting the values of the school community.

Staff are expected to log any behaviour concerns using Bromcom and the behaviour categories below.

Lateness

No Homework

Bullying

Failure to attend a detention

Eating in class

Incorrect use of ICT

Damage to UTC property

Lack of equipment

Behaviour event	**Description**	**Mandatory classification s (drop down option where staff have to select something) one extra tick**	**Sanction/Intervention**
Direct swearing at adult		Non-specific, racial, gender, disability, sexuality. Not safeguarding CPOMS	One day suspension
Direct swearing at student		Non-specific, racial, gender, disability, sexuality. Not safeguarding CPOMS	Detention.
Fighting (minor)	peer on peer not resulting in serious injury.	Not safeguarding CPOMS	One day suspension
Confrontational behaviour	defiant/challenging/aggressive/hostile	Not safeguarding CPOMS	Detention

Bringing in items banned in school rules	This has got to align with the school behaviour policy	Not safeguarding CPOMS	Removal of item. Detention.
Setting off fire alarm		Not safeguarding CPOMS	One day suspension
Truancy		Not safeguarding CPOMS	Detention
Smoking vaping		Not safeguarding CPOMS	Detention

Behaviour event	**Description**	**Mandatory classifications (drop down option where staff have to select something) one extra tick**	**Sanction/Intervention.**
Physical assault student		Non-specific, racial, gender, disability, sexuality. Not safeguarding CPOMS	One day Suspension
Physical assault adult		Non-specific, racial, gender, disability, sexuality. Not safeguarding CPOMS	Suspension
Verbal abuse /threatening behaviour @staff		Non-specific, racial, gender, disability, sexuality. Not safeguarding CPOMS	One day suspension
Verbal abuse /threatening behaviour @student		Non-specific, racial, gender, disability, sexuality. Not safeguarding CPOMS	Detention, possible suspension.
Prohibited items	As per DFE guidance	Not safeguarding CPOMS	Suspension

Fighting	peer on peer resulting in serious injury.	Planned Not safeguarding CPOMS	Suspension
Bullying		Non-specific, racial, gender, disability, sexuality. Not safeguarding CPOMS	Suspension
Sexual misconduct		Not safeguarding CPOMS	Suspension
Drugs or alcohol	Smoking/ Under the influence/ intent to distribute	Not safeguarding CPOMS	Suspension
Major damage	High cost repair	Not safeguarding CPOMS	Suspension
Persistent disruptive		Not safeguarding CPOMS	Suspension
Theft		Personal school	Suspension
Persistent Truancy		Not safeguarding CPOMS	Suspension

Appendix C: (Academy specific) / academy-wide reporting / recording / monitoring systems explained

This should be explicit and form the basis of staff behaviour recording/reporting training.
Systems may include Bromcom, CPOMS, Class-Charts to name a few.

Recording a Behaviour Incident on Bromcom

1. **Navigate to the Behaviour Module**
   Go to **Modules** → **Behaviour** → **Event Records** → **New**
2. **Add the Student(s)**
   Click **"Add Student"**, then search for and select the student(s) involved
3. **Choose the Event Type**
   Select whether the event is **positive, neutral, or negative**—this filters the available event options.
4. **Pick the Specific Event**
   Choose the precise behaviour event. Points (or equivalents) auto-populate based on your selection.
5. **Fill in Mandatory Fields**
   Enter required info—such as **Date/Time, Event Type, Event, Comment,** and **Owner/Reporting Staff** (which may differ from the user logged in).
6. **Use 'More Settings' (Optional)**
   Click **More Settings** to add private staff notes or include supplemental details not visible to students.

7. **Save the Record**
   Click **Submit** or **Submit and Close** to finalize. You can delete it later by finding it in the Event Records list and using the **Delete** button.

Recording via the Teacher App

- **Behaviour events**:
  On the Teacher Dashboard, incidents can be added directly during lessons without interrupting flow
- **Safeguarding incidents**:
  Go to **Modules** → **Safeguarding Incident**, select the student, fill in **Date, Status, Category, Details**, and tap **Submit**. (You must have safeguarding permissions.)

Best Practices

- Ensure all **mandatory fields** are completed accurately.
- Use **professional, factual language** in the comments.
- Add sensitive notes via **'More Settings'** to keep private staff-only commentary.
- For safeguarding issues, only staff with the correct privileges should log incidents in the Safeguarding section.
- If you make an error (e.g., wrong student or event type), locate the record in **Event Records** and delete or amend it.

Logging a safeguarding concern on CPOMS

Step 1: Log In & Access Dashboard

- Sign in using your school email and password (plus 2FA, if enabled).
- You'll land on your **dashboard**, which shows two key sections: **Alerts** (incidents others have logged with you tagged) and **My History** (your own entries from the past week).

Step 2: Start a New Incident

You can begin a log in several ways:

- Click **"Add Incident"** at the top- left of your CPOMS dashboard.
- Or use a **plus (+)** icon beside a student's name in search results.
- Or go to the **Incidents** tab within a student's profile and click **"New Incident"**

Step 3: Fill in the Incident Form

On the form you must:

1. **Select student(s):** Start typing and select the correct student. If more than one involved, link them using the "Linked student(s)" section.
2. **Describe the incident:** In the free- text box, enter a factual, chronological account. Use neutral language and include direct quotes or a body map if relevant.
3. **Choose category(ies):** At least one is mandatory. You can choose multiple if applicable (e.g. behaviour, bullying).
4. **Set date & time:** Defaults to now, but edit to the actual occurrence time.
5. **Optional extras:**

a. Use the **Body Map** to show locations of injury or behavior.
b. Link other students so they share the record.
c. Upload supporting **documents or files**.
d. Tag relevant agencies (e.g. social care, police).
e. Assign the incident to a staff member—this sends them an alert and puts it in their "Assigned" queue.

Step 4: Alert Staff & Submit

- Use the "Who should I alert?" or manual alerts list to notify relevant staff—like tutors, safeguarding leads, or heads of year.
- Click **"Add Incident"** or **"Submit"** to finish.
- The incident will now appear on the student's timeline (highlighted briefly) and relevant staff will receive alerts.

Step 5: After Logging

- The incident stays in the student's **Incidents** tab, sorted chronologically.
- You can later:
  - Add **Actions** (e.g., a phone call made)—followed by marking it **read** by staff.
  - **Pin**, **merge**, or **split** incidents if needed.
  - **Print or export** individual records.

Best Practices

- Log incidents **as soon as possible**, ideally within 24 hours.
- Use **clear, factual, chronological language**; avoid assumptions or neutral/biased wording.
- Spell student names exactly as in the MIS so CPOMS can apply name- hiding if needed.
- Upload relevant files/documents and link students to share appropriately.
- Ensure alerts reach the right staff, and actions are recorded and marked **read**.

Appendix D: Searching and Confiscation log

Name of learner	
Year group	
Gender that they identify as	
State whether it was a search or confiscation	
Date of search/confiscation	
Time of search/confiscation	
Location of search/ confiscation	
Name of staff conducting the search/confiscation	
Name of witness to the search or confiscation	
Were both staff members of the same gender as the learner identifies?	
Were any other staff or learners present? If yes, record names	
What prohibited item was being searched for or confiscated?	• knives and weapons (name type of weapon) • alcohol • illegal drugs (name it) • stolen items • tobacco, vapes and cigarette papers • fireworks • pornographic images • any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the learner) • an item banned by the school rules which has been identified in the rules as an item which may be searched for.
What was the level of risk	High Medium Low
What item(s) if any, were found	
What item(s), if any, were confiscated	
What follow-up action was taken as a result of the search or confiscation?	I.e., sanction, referral, report to the police
Have parents been informed of the search/confiscation?	
Date this form was uploaded onto CPOMS	
Person uploading this form onto CPOMS	

Appendix E: Restraint Recording Form

Name of Learner restrained			
Date of Incident		Time of Incident	
Location of Physical Intervention			

Member of Staff Account of Events

Describe the events leading up to the challenging behaviour

Describe de-escalation techniques used to prevent the need for physical intervention

Explain the reasons for physical intervention at that point

Describe the physical intervention, including how long it was used for

Outcome of Intervention

Staff Involved in intervention and role

Were there any witnesses to the intervention – please state name and role

Learner offered medical attention by whom? Please state name and role.
Please ensure that the accident book is completed where medical treatment has been provided and other First Aid procedures are followed as per the First Aid Policy

Date of medical attention		Time of medical attention	

Injury or damage caused

Did a member of staff suffer an injury? Please state Yes or No

If yes, please provide details including name of member of staff

Did the named learner suffer an injury? Please state Yes or No

If yes please provide details

Did another learner suffer an injury? Yes or No

If yes please provide details, including name

Was there damage to property? Please state Yes or No

If Yes, please provide details

Other people notified

Designated Safeguarding Lead

Has the DSL been notified? Please state Yes or No

Date DSL notified		Time DSL notified	

Any Subsequent actions identified? Please provide details

SLT Lead / Principal

Has the SLT Lead / Principal been notified? Please state Yes or No

Date SLT Lead / Principal notified		Time SLT Lead / Principal notified	

Any Subsequent actions identified? Please provide details

Police

Was the Police notified as directed by either the DSL or Principal? (if appropriate) Please state Yes or No

Date Police notified		Time Police notified	

Please give details of police notification, including names and actions taken

Social Worker

Was the Social Worker notified? (if appropriate) Please state Yes / No or N/A

Date Social Worker notified		Time Social Worker notified	

Please give details of Social Worker notification, including name of social worker and person who notified them and actions taken

Parent / Carer

Was the Parent / Carer been notified? (If appropriate) Please state Yes or No

Date Parent / Carer notified		Time Parent / Carer notified	

Please give details of parent notification, including name of parent and person who notified then and actions identified

LADO

Was the Lado notified? (If appropriate) Please state Yes or No

Date Lado notified		Time Lado notified	

Please give details of Lado notification, including name of Lado and person who notified them and actions identified

If any other person was notified, please detail who, the time and date they were notified, who notified them and any subsequent actions identified as a result.

Record of Situational debrief with Learner

Explore the learner perspective and feelings (ABC)

Summarise Feelings and Behaviour

Connect Behaviour to Feelings (giving positive example)

Alternative Behaviour Discussed / how we could avoid this in the future

Plan developed and reinforced

Name of Staff member completing Form

Date form completed		Signature of member of staff	

PLEASE PASS TO DSL or other appropriate member of SLT (not involved in the incident) TO COMPLETE THE SECTION BELOW

DSL / Member of SLT Comments

Name and role of DSL /Member of staff signing off form

Date form signed off by DSL / Member of SLT		Signature of DSL / Member of SLT	

This form MUST be reviewed and MUST be signed off by the DSL or other appropriate member of SLT within 24 hours, any referral made to the Local Authority must also be made with the same 24 hour period.

Once completed and signed off this form must be uploaded to CPOMs

Appendix F: Behaviour Alert System (Academy specific)

1. **Initial Classroom Strategies**
    a. Use the standard behaviour expectations and in-class strategies.
    b. Provide clear warnings using the *[name of behaviour framework: e.g., "Chance, choice consequence"]*.
2. **Raising an Alert**
   If the behaviour persists despite warnings:
    a. Record the incident on *[Bromcom]* under the appropriate behaviour category.
    b. Submit an alert by *[emailing "support"]*.
3. **Requesting Support in Real Time**
   For situations that require immediate assistance (e.g., persistent disruption, unsafe behaviour):
    a. Contact *[support team]* by *[radiol]*.
    b. Provide the learner's name, location, and a brief description of the concern.
4. **Follow-Up**
    a. Ensure the incident is logged before the end of the lesson.
    b. The behaviour team will review the alert and follow the next steps, which may include intervention, restorative conversations, parent contact, or further sanctions, depending on the situation.