University Technical College Warrington (UTCW)

Behaviour Curriculum

Document Detail	
Reference Number	UTCW019
Category	Statutory
Authorised by	Trust Board
Author	Associate Assistant Principal
Version	4
Status	Approved
Issue Date	1st September 2023
Reviewed	1st September 2023
Next Review Date	1st September 2024

CONTENTS

1. INTRODUCTION

UTCW's key focus is to support young people whose focus is 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 what our employer partners are looking for in their employees.

It is essential that we recognise that our 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 our 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. This is agreed and signed by all relevant parties upon induction to UTCW and acceptance of a place at the academy.

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.

2.   LEGISLATION

This curriculum is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools

Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this curriculum is based on:

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

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

3.   OBJECTIVES

- 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.

4.   PRINCIPLES UNDERPINNING THE BEHAVIOUR CURRICULUM

- **Early Intervention:** Intervention is prompt where there is poor behaviour or attendance so it is clear that such behaviour will not be tolerated;
- **Rewarding Achievements:** Positive recognition of the achievements of individual students, class or year group is celebrated through assemblies and termly reward trips;
- **Supporting Behaviour Management:** A holistic approach to managing and promoting positive behaviour ensures consistency and transparency. The pastoral team will work with the senior leadership team to support resolution to behaviour issues;
- **Working with Parents/Carers:** UTCW encourages parents/carers to support behaviour and attendance through Home-College Learning Agreements, parents' meetings and newsletters. The UTCW Attendance and Punctuality Policy provides details on the role of parents/carers;
- **Involving Students:** Students help to reinforce this curriculum by active involvement in contributing to the writing and implementation of a range of policies including anti-bullying and social media. They also contribute suggestions and make proposals through the Student Shadow Board;

- **Commitment to Equal Opportunities:** Parents/carers and students are made aware that UTCW has an [Equality Policy](#) and is committed to equality of opportunity for all students. UTCW monitors the impact of its policies and procedures on different groups;
- **Study Support:** Many activities, including intervention sessions, reinforce the work of UTCW and the progress of students.

5. Behaviour curriculum

5.1 Student responsibilities

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;
- [Wear the correct uniform at all times](#). Coats/non-uniform worn around college will be confiscated until the end of the day.;
- Bring all the necessary equipment to college (pen, pencil, ruler and calculator). Items can also be purchased from the college stationery shop using achievement points;
- Additional clothing must be brought into college on relevant days to take part in physical activities;
- Accept sanctions when given;
- Keep mobile phone and headphones away during lessons;
- 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;
- Aim for their targeted attendance;
- Expectation for students to leave the UTC site: students should only be allowed out of the college or sent home from the college with permission from SLT;
- To sign and follow the [Home-College agreement](#)
- Be punctual for the start of college and each of their lessons.

  Any student who is late to college will report to UTCW's attendance officer. Here they will assess the reasons for the student's lateness. The attendance officer may issue a sanction if they deem it appropriate.

Below are examples of strategies the attendance officer may use:

Parental contact	Punctuality report	Early help
Community service	Financial aid	CAMHS
MHST	Detention (break/lunch/end of day)	
Confiscation of phone/headphones		

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet the behavioural expectations of the college.

5.2 Staff responsibilities

Staff are responsible for:

- Creating a calm and safe environment for pupils;
- Establishing and maintaining clear boundaries of acceptable pupil behaviour;
- Implementing the behaviour curriculum consistently;
- Communicating the college's expectations, routines, values in every interaction with pupils;
- Modelling expected behaviour and positive relationships;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Considering their own behaviour on the college culture and how they can uphold college rules and expectations;
- Recording behaviour incidents promptly;
- Challenging pupils to meet the college's expectations;
- Keep a clean and tidy classroom;
- Display two copies of the stepped sanctions list in their classroom;
- Staff who record a level 2 or 3 will participate in restorative justice with that student.

In order that we achieve the high levels of behaviour for learning that we expect, all staff are required to implement the following protocols:

- All staff to be on time to meet and greet students outside the classroom;
- The register should be taken within 10 minutes of the lesson;
- Students should not be sent directly to the pastoral team. (Use emergency Pastoral call out button on SIMs.)
- Students should not be allowed out of lessons except with a valid reason and then only with an "Out of Class" pass;

- Students must not be allowed out of class in the first 15 and last 15 minutes of the lesson;
- Students must be discouraged from going to the toilet during lessons and be advised they need a toilet pass to do so;
- Students to stand behind their chairs as the end of the lesson and wait to be dismissed in an orderly manner by the member of staff.

Basic Expectations – Entry to lesson:
- Meet and greet students;
- 100% ABC lineup
- Students enter in silence;
- Staff check uniform, coats removed, bags under table;
- A "do now" activity is prepared for the arriving students;
- Prompt and purposeful start to the lesson;
- Sit in designated place;
- Complete register within first ten minutes;
- Deal with lateness at the end of the lesson;
- Record how late students are and the reasons why.

Basic Expectations – Exit from lesson:
- Pack away quietly;
- Students and teacher to ensure the room is clean and tidy;
- Students straighten tables and put chairs under;
- Students to stand behind chairs;
- Leave silently row by row when asked by teacher;
- Staff "staff the corridor" between lessons.

PAT Time Expectations:

- Be on time to meet for the morning line up process;
- Check uniform;
- Lead students their room and take the register. If any students come in late then they should be given an L mark and log the number of minutes late. All lateness will be challenged. Registers must be done within the first ten minutes;
- Ensure that all students have the necessary equipment for the day – pen, pencil, ruler, calculator;
- At the end of PAT time: stand students behind their chairs and dismiss them row by row;
- Ensure students are engaged in PAT time activities.

5.3 Parents and carers

Parents and carers, where possible, should:

- Get to know the college's behaviour curriculum and reinforce it at home where appropriate;
- Support their child in adhering to the college's behaviour curriculum;
- Inform the college of any changes in circumstances that may affect their child's behaviour;
- Sign and agree to the [Home-College agreement](#)
- Discuss any behavioural concerns with the class teacher promptly;
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions);
- Raise any concerns about the management of behaviour with the college directly, whilst continuing to work in partnership with the college;
- Take part in the life of the college and its culture;
- Ensure ParentPay account is set up and funded.

The college will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the college's curriculum, and working in collaboration with them to tackle behavioural issues.

6. Mobile phones, smart watches and headphones

At UTCW we understand how technology is an important part of people's lives.

However, phones and headphones can impede on students' learning.

UTCW has the following rules:

- Headphones are banned in all lessons;
- Mobile phones are permitted under strict conditions set by the classroom teacher;
- Smart watches should only be used for checking the time during lessons.

Students failing to follow this will have that item confiscated until the end of the day. Repeat offenders may have their phone confiscated for a longer period or until their parents come in to collect it.

Sanctions used for students refusing to hand over item or inappropriate use of that item are:

- Detention;
- Placed in Ready to Learn with a detention;
- Confiscation of item for additional time during college hours;

- Additional parental contact;

- Suspension.

All UTCW staff are trained to approach confiscation of phones as per our Phone Policy.

7. STEPPED CLASSROOM SANCTIONS

1. Level one	This is a warning that gives the student a chance to rectify their behaviour. There is no sanction.
2. Level two	Detention – 10 minutes. Students can earn up to 6 of these per day totaling 60 minutes. Behaviour logged by staff member.
3. Removal	Student is removed to the Ready to Learn room (see section 8).
Instant removal	Behaviour is too severe to receive a level 1 or 2 so student is removed to the Ready to Learn room (see section 8).

Staff will display two sets of the below visuals to ensure everyone is able to clearly see the staged system.

Level One
1
WARNING
- Disruption to Teaching and Learning
- Failure to Follow Instructions
- Inappropriate Comments
- Eating in Class
- Drinking Energy Drinks in Class
- Dropping Litter

2
DETENTION
- Persistent Disruption to Teaching and Learning
- Persistent Failure to Follow Instructions
- Late to Lesson
- Swearing
Level Two

Level Three
3
R2L
- Persistent Disruption to Teaching and Learning
- Persistent Failure to Follow Instructions
- Offensive Language
- Damaging Equipment
- Vaping/Smoking
- Fighting
- Out of Control/Dangerous Behaviour
- Internal Truancy

The college may use other sanctions they deem appropriate to sanction an act of misbehaviour. These may include:

- Sending the pupil out of the class;
- Use of positive reinforcement and a reminder of the expectations of behaviour;
- Setting of written tasks such as an account of their behaviour;
- Expecting work to be completed at home, or at break or lunchtime;
- Detention at break or lunchtime, or after college;
- Loss of privileges – for instance, the loss of a prized responsibility;
- College-based community service, such as tidying a classroom;
- Referring the pupil to a senior member of staff;
- Letter or phone call home to parents;
- Agreeing a behaviour contract;
- Putting a pupil 'on report';
- Removal of the pupil from the classroom;
- Suspension;
- Permanent exclusions, in the most serious of circumstances.

8. DETENTION/REMOVAL SYSTEM

Students removed from lessons will follow the below timetable in UTCW's Ready to

Removed	Time spent in R2L		
Period 1	P1	P2	Break
Period 2	P2	Break	P3
Period 3	P3	P4	Lunch
Period 4	P4	Lunch	P5
Period 5	P5	DT after school	

9. RULES OF READY TO LEARN ROOM
- Hand over mobile phone/electronic device;
- Complete work provided in silence;
- Students who do not comply will have a stepped process for their behaviour. (See section 7 for further details);

11

- This will comprise of:
  - A first warning;
  - A final warning;
 - Suspension for a fixed period of time.

10. ESCALATION OF INTERVENTIONS/SUPPORT

UTCW understands that all students have differing needs when it comes to behaviour. Therefore, the UTCW Support Cycle is designed to accommodate this.

Stage 1 – Pastoral team
Stage 2 – Pastoral manager/SENDCo
Stage 3 – Senior leader
Stage 4 – Principal
End of cycle – Governors

Some of the supportive strategies UTCW staff use are:
- Report card;
- Parental engagement;
- Analysis of behaviours;
- Referral to external agencies;
- Career guidance;
- Mental health workshops;
- Mentoring program;
- MHST;
- Early help;
- CAMHS;
- Alternative provision;
- Student passport.
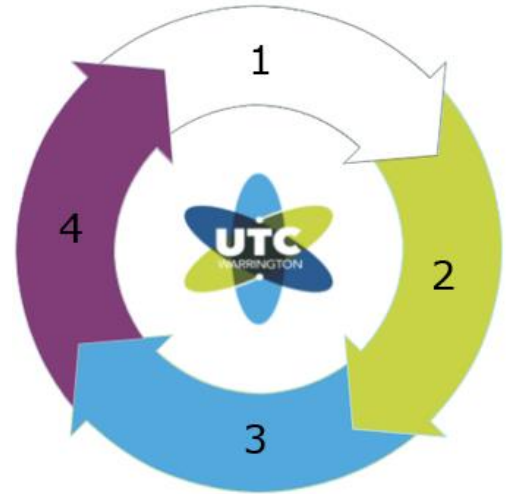
11. Rewards

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.

Each essential skill has fifteen levels of progress.

12. REASONABLE ADJUSTMENTS

'Under the Equality Act 2010, all schools <u>must</u> make reasonable adjustments for young people with SEND. This is to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.'

At UTCW, we will make the following reasonable adjustments:

- Individualised sanctions;

- Shorter time spent in Ready to Learn;

- Time outs;

- Movement breaks;

- Discreet use of fidget objects;

- Timed activities;

- Noise cancelling ear plugs (not heaphones);

- Literacy and numeracy support;

- Additional time away from mainstream lessons with the inclusion team.

UTCW's SENDCO will also provide staff with student passports. These will specify additional requirements to be noted and applied by staff.

13. SCREENING AND SEARCHING OF STUDENTS

In line with [Searching, screening and confiscation: advice for schools 2022](#), UTCW will use its powers to screen and search students if they are suspected of being in possession of:

- Illegal drugs;

- Any weapons such as knives, guns, BB guns;

- Alcohol, stolen items, tobacco and cigarette papers, fireworks,

  e-cigarettes, pornographic images or articles;

- Any article that has been or is likely to be used to commit an offence,

  cause personal injury or damage to property.

Incidents where a member of UTCW staff has screened or searched a student will be recorded in SIMS, the principal will be informed and parents/carers notified.

Recording of incidents will comply with the [UTCW Data Protection Policy (2021)](#) which incorporates the [General Data Protection Regulations (May 2018).](#)

14. USE OF REASONABLE FORCE

The term '**reasonable force'** covers the broad range of actions which could be used by teachers at some point in their career that involve a degree of physical contact with students.

'Force' is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. **Control** means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

'Reasonable force' can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. Force is used for two main purposes – to control students or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances. UTCW will always make reasonable adjustments for disabled students and students with SEND. It should be noted that UTCW does not require parental consent to use force on their child.

14.1 Reasonable force may be used to:
- Remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts a UTC event, trip or visit;

- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- Prevent a student from attacking a member of staff or another student, or to stop a fight in the in the college grounds;

- Restrain a student at risk of physically harming themselves;

- 'Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result.' *Behaviour and Discipline in schools: guidance for Governing Bodies* DfE Statutory Guidance (Updated Sept 2015)

In deciding what a serious incident is, teachers should use their professional judgement and consider the:

• Student's behaviour and level of risk presented at the time of the incident;

• Degree of force used;

• Effect on the student or member of staff;

• The age of the student.

All members of UTCW staff have a legal power to use reasonable force. UTCW staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

UTCW will not use force as a punishment.

Any incident where a member of staff has had physical contact with a student will be recorded in SIMS, contact made with parents/carers and the incident may be referred to the LADO and reported to the Trust Board.

Recording of incidents will comply with the UTCW Data Protection Policy (2021) which incorporates the General Data Protection Regulations (May 2018).

All complaints about the use of force will be thoroughly, speedily and appropriately investigated through the [UTCW Complaints Procedures](#).

14.2 Persistent or Serious Breaches of the Behaviour Curriculum

The principal will use his/her judgement in deciding when offences have become sufficiently regular or are sufficiently serious to justify Fixed Term or Permanent Exclusion. Most serious disciplinary cases will continue to be dealt with through the use of learning agreements.

- Violence will automatically lead to the exclusion of the one who struck first or who by harassment caused the altercation to begin. Retaliation will be dealt with on the merits of the case. The degree of provocation, the need of a student to defend him/herself will be taken into account;
- Students who aid or abet serious breaking of the UTC Behaviour curriculum will themselves be the subject of severe sanctions;
- The UTC regards persistent verbal abuse and threatening words or actions, peer-on-peer or on-line as bullying and this will be dealt with in the same manner as physical bullying in line with the [UTC Anti-Bullying Policy.](#) The UTC will not tolerate any form of hate crime;
- Theft will lead to temporary exclusion as a matter of course although help and support to remediate the problem will be given.

15. FIXED PERIOD EXCLUSION (Suspension)

The Principal may suspend a student for up to 45 days within an academic year. Where a student is excluded for a fixed period the suspension should be for the minimum time to ensure that the student and others in UTCW understand that the behaviour has been unacceptable. Any period of exclusion longer than five days requires notification to the Local Authority as the student has to be in education after five days.

Indiscipline of a very serious nature will result in a student being dealt with by a Learning Agreement, as well as a possible suspension.

When a student is suspended for more than a day or two the principal will arrange for the student to receive work to complete at home and have it marked when she/he returns to UTCW.

Parents/carers are expected to collect their child from UTCW and make appropriate provision for them during the suspension period.

Parents/carers are informed of the above action via our behavioural processes which are used to record issues of poor behaviour, discipline or poor work.

Suspensions are reasonable and proportionate to the offence; account will be taken of any special circumstances individual students may have.

15.1 Additional Support for Students Who Have Been Suspended

Following a suspension, on re-entry to the UTC, parents/carers will be expected to meet with a member of the pastoral team.

Students who have been excluded are usually placed on a Learning Agreement which has specific targets for the student.

Students who are excluded are often placed on attendance, behaviour or work performance reports so that their progress is monitored.
If the student is excluded for behavioural difficulty then an assessment of performance in class and that of behaviour across all the staff who teach the student is made, with a view as to whether the student needs to be placed on the Special Educational Needs register.
Students who have identified Special Educational Needs or are on stages of assessment will have their progress reviewed and discussion will take place with the parents/carers and SENCO as to next steps.

Restorative approaches may be used when and where appropriate to ensure a return to full co-operation.

An additional strategy may be used as mentioned in the college's support cycle. Students may also receive further sanctions such as loss of their phone during

college time. This is only if the college feels this will help avoid further suspensions and reduce poor behaviour.

16. PERMANENT EXCLUSION

Permanent exclusion will be used when the student has shown her/himself to be unwilling to accept the normal control mechanisms of UTCW or when not to exclude would put members of staff and students at risk of harm.

It will also be used for incidents of severe violence, e.g. attack on a member of staff. The principal will inform the Police of incidents of violence against staff or students or when a criminal offence has been committed.

Permanent exclusion will be used for students possessing, handling, using or dealing in classified drugs and will automatically lead to the involvement of the Police. The possession of any weapons such as knives, guns, BB guns will automatically lead to exclusion.

Parents/parents will receive a permanent exclusion letter outlining the reasons for the exclusion, the details of the trust board disciplinary meeting which will take place within 15 working days of the first day of exclusion and details of organisations which can provide advice and support. Details regarding the appeals process are also contained within the letter.

The clerk to the trust board will send a letter to the parents/carers inviting them to attend a discipline hearing consisting of a panel of trustees.

During the meeting, UTCW will present to the discipline panel the reasons for permanent exclusion, and parents/carers will have the opportunity to present their case, if they attend.

The panel will make a decision to uphold or reject the decision of UTCW to permanently exclude.

If parents/carers are unhappy and would like to appeal the decision, the UTC will make provisions for an independent panel to review the case. The decision of the independent review panel is final.

17. THE POWER TO DISCIPLINE OUTSIDE OF UTCW PREMISES

Students may be subject to UTCW's Behaviour curriculum when behaviour outside the college grounds is unacceptable and has the potential to bring UTCW into disrepute. This includes:

- Taking part in any UTCW organised activity or visit;

- Travelling to or from UTCW;

- Wearing the UTCW uniform or in some other way identifiable as a student at the college;

- Misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of UTCW;

- Poses a threat to another student or member of the public.