



*Where technical learning leads  
to outstanding destinations*  
**A**ttitude • **B**elief • **C**ommitment

**University Technical College Warrington (UTCW)**

**Behaviour Curriculum**

<b>Document Detail</b>	
<b>Reference Number</b>	
<b>Category</b>	Statutory
<b>Authorised by</b>	Trust Board
<b>Author</b>	Associate Assistant Principal
<b>Version</b>	4
<b>Status</b>	
<b>Issue Date</b>	
<b>Reviewed</b>	
<b>Next Review Date</b>	

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## 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;
- Is 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, and Commitment.

This policy will be published on UTCW's website and can be made available in hard copy upon request.

All students will be made aware of the college's rules and expectations. We will do this through material around the college, throughout classroom work and assemblies.

## 2. LEGISLATION

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023](#)
- [Use of reasonable force in schools 2013](#)
- [Supporting pupils with medical conditions at school December 2015](#)

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. Responsibilities and expectations

### 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;
- Encourage and support a culture of good behaviour at the college among their peers.
- In class, make it possible for all students to learn;
- Move quietly around the college i.e.no shouting, running, unprofessional behaviours
- 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 and to each lesson (pen, pencil, ruler and calculator). Items can also be purchased from the college stationery shop using achievement points;
- Additional and appropriate clothing must be brought into college on relevant days to take part in physical activities;
- Accept sanctions when given;
- At lesson start:
  - Line up and enter a classroom in silence, when instructed to by staff member;
  - Place bags under table;
  - Sit in their designated place
  - Begin the do-now task;
- During lesson:
  - Only leave class or be otherwise out of class with an “Out of Class” pass, to be given at a staff member’s discretion.
- At end of lesson:
  - Pack away quietly;
  - Ensure room is tidy;
  - Straighten tables and put chairs under table;
  - Stand behind chairs in silence;
  - Exit when instructed to by teacher and in silence
- Follow the rules at section 6 below regarding Devices. Not have their mobile phone, tablet, smart watch and headphones (“**Devices**”) on their person during the school day. Devices may not be used on site at any time. Devices must either not

be brought to UTC or else immediately on arrival for those students arriving on time be left in (a) reception, or (b) your locker until after 3:00pm Monday to Thursday and 2:00pm Friday. See section 6 for further guidance, including for guidance that will apply where a student is late to college.

- 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;
- only be allowed out to leave the UTC site during the college day with permission from SLT;
- To sign and follow the [Home-College agreement](#)
- Be punctual for the start of college and each of their lessons.

The college recognises that, sometimes, negative behaviours can be displayed as a result of a Special Educational Needs (SEN). In such cases, the SEN policy will be applied and reasonable adjustments made to the application of this policy.

The college will also consider whether poor behaviour is as a result of a student suffering, or likely to suffer, significant harm. In these circumstances the appropriate safeguarding lead will be notified and the appropriate procedures followed as set out in the college's Safeguarding Policy.

## **5.2 Trustee responsibilities**

Trustees have the overall responsibility for the effective operation of this policy and for ensuring compliance with any statutory framework.

## **5.3 Principal responsibilities**

The Trustees have delegated the day-to-day responsibility of the implementation of this policy to the principal. The principal is responsible for:

- 5.3.1. Maintaining good understanding of behavioural expectations;
- 5.3.2. Directing which members of staff can issue detentions;
- 5.3.3. ensuring that all new staff are inducted into the college's behaviour culture and that training is offered to all staff so they can meet their duties and functions within this behaviour policy;
- 5.3.4. Ensuring that all new students have a clear understanding of behaviour expectations; and
- 5.3.5. Anticipating that those students with Special Education Needs (SEN) may need extra support in place to help them meet the behavioural standards.

The principal also holds the power to suspend or permanently exclude a student on disciplinary grounds.



## **5.4 Senior Leadership responsibilities**

Senior leadership at the college will;

- 5.4.1. Ensure that they visibly display high levels of good behaviour;
- 5.4.2. Ensure that all staff understand the behavioural expectations and the importance of maintaining them; and
- 5.4.3. Assist the principal with the induction of new staff into the college's behaviour culture.

## **5.5 Staff responsibilities**

All members of staff have a role to play in developing a calm, positive, structured and safe environment at the college. All staff shall ensure that;

- 5.5.1. Clear boundaries of acceptable student behaviour are established;
- 5.5.2. They teach and model good behaviour and positive relationships;
- 5.5.3. They respond to incidents of misbehaviour predictably, promptly, assertively and in line with this policy;
- 5.5.4. They challenge students to meet the expectations of this behaviour policy; and
- 5.5.5. They consider the impact of their own behaviour on the college culture and how they can uphold the college rules and expectations;
- 5.5.6 They keep a clear and tidy classroom;
- 5.5.7 Assist with routines, such as line-ups, when directed to.

## **5.6 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;
- Engage with the college in the event of their child's 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. UTCW Device Ban (mobile phones, smart watches, tablets and headphones)**

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

However, government guidance has stated that phones should be prohibited:

[https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile\\_phones\\_in\\_schools\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf)

UTCW has the following rules:

- Devices may not be used on site at any time.
- Students must not have their mobile phone, tablet, smart watch and headphones ("**Devices**") on their person during the school day.
- Devices must either not be brought to UTC or else immediately on arrival for those students arriving on time be left in (a) reception, or (b) your locker and until after 3:00pm Monday to Thursday and 2:00pm Friday.
- Any student who is late to college will report to UTCW's attendance mentor. Here the mentor will assess the reasons for the student's lateness. Students who are late, without an acceptable reason, will be required to hand in any Devices and issued a break detention. Students may collect their Devices from at the end of the day. Failure to attend the late detention will result in the student's Device being retained until the end of the week (2:00pm on Friday or 3:00pm on the last day of the school week if the UTC is closed on the Friday). Retained Devices must be collected by a parent/guardian.
- Note that UTCW has no responsibility or liability for any loss or damage to Devices brought on site, including those left at reception or in lockers.
- Special arrangements may be made where a student is either arriving late or leaving earlier than 3:00pm Monday to Thursday and 2:00pm Friday.
- Should parents need to contact a student during the school day they can do so through the college office.
- The college will communicate with students and parents if Devices are to be permitted and the rules for their use in advance of any off-site or residential trip.

The following sanctions apply with regard to Devices:

- Failure to comply with the section 6 rules will result in any Devices being confiscated until the end of the week (2:00pm on Friday or 3:00pm on the last day

of the school week if the UTC is closed on the Friday) and a student being automatically placed on a level 3 sanction (Removal / R2L) as per section 7.

- Confiscated Devices will have to be collected by a parent/guardian.
- Note that, because UTCW is permitted by law to confiscate Devices from students as a disciplinary penalty, neither UTCW nor the member of staff who does so will be liable for any damage or loss arising in consequence of a confiscation.
- Refusal to hand over a Device when requested may lead to suspension.

Following a suspension, students will have a reintegration meeting. Here the student must hand in their Device until the end of that week.

This is to discourage students from refusing to hand over Devices in order to be suspended. Failure to comply may result in another suspension, internal exclusion or other sanction until the matter is resolved.

Additionally, staff may perform screening or searches in order to identify whether a student is carrying a Device on their person. Failure to comply with the search may result in the student being suspended. See section 13 for further details.

**Staff may** also confiscate a Device if they reasonably suspect that any data or files on the Device have been, or could be used, to cause harm, undermine the safe environment of the college and disrupt teaching, or be used to commit an offence. In such a case, staff can **search the data and/or files on any Device** in accordance with applicable guidance. Unless the data or files may constitute evidence relating to a suspected offence, staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the student and/or the parent refuses to delete the data or files themselves.

All UTCW staff are trained in how to approach confiscation of devices.

There may be rare occasions where the principal allows a student to have a mobile phone or smart device present in college for a finite period. This is a matter for the principal in their absolute discretion.

## 7. STEPPED CLASSROOM SANCTIONS

When a student's behaviour justifies the application of a sanction one will be issued in order to deter future repeats of bad behaviour.

1. Level one	This is a warning that gives the student a chance to rectify their behaviour. There is no further sanction.
2. Level two	Detention – 10 minutes. Students can earn up to 6 of these per day totalling 60 minutes. An additional sanction may be applied for students who exceed 60 minutes a day. Behaviour logged by staff member. This will occur where either the student continues to breach the policy after receiving a Level 1 warning or else commits a Level 2 breach as outlined below.
3. Removal	Student is removed to the Ready to Learn room (see section 8). This will occur where either the student continues to breach the policy after receiving a Level 2 sanction or else commits a Level 3 breach as outlined below, triggering an instant removal (see section 8).

Removal may further be used when behaviour is so disruptive as to warrant immediate removal. It is used to;

- Maintain the safety of all students and to restore order and calm following an unreasonably high level of disruption;
- Enable disruptive students to be taken to a place where education can be continued in a managed environment; and
- Allow the student to regain calm in a safe space away from any triggering issues.

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

<p><b>Level One</b> <b>1</b> <b>Reminder</b></p> <ul style="list-style-type: none"><li>• <b>Disruption to Teaching and Learning</b></li><li>• <b>Failure to Follow Instructions</b></li><li>• <b>Inappropriate Comments</b></li><li>• <b>Eating in Class</b></li><li>• <b>Drinking Energy Drinks in Class</b></li><li>• <b>Dropping Litter</b></li></ul>	<p><b>Level Two</b> <b>2</b> <b>Detention</b></p> <ul style="list-style-type: none"><li>• <b>Persistent Disruption to Teaching and Learning</b></li><li>• <b>Persistent Failure to Follow Instructions</b></li><li>• <b>Late to Lesson</b></li><li>• <b>Swearing</b></li></ul>
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**Level Three**  
**3**  
**R2L**

- **Persistent Disruption to Teaching and Learning**
- **Persistent Failure to Follow Instructions**
- **Offensive Language**
- **Damaging Equipment**
- **Vaping/Smoking**
- **Out of Control/Dangerous Behaviour**
- **In possession of banned device**
- **Internal Truancy (R2L & 60 minute detention)**

The college may use other measures they deem appropriate to sanction a breach of this curriculum. These may include:

- Sending the student to wait outside of the classroom;
- 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;
- Letter or phone call home to parents;
- Agreeing a behaviour contract;
- Putting a student 'on report';
- Removal of the student from the classroom;
- Suspension;
- Permanent exclusions, in the most serious of circumstances.

## 8. DETENTION/REMOVAL SYSTEM

### 8.1 Removal

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

Example: A student who has been removed period 2 will spend time in the Ready to Learn room for period 2, break and period 3.

Students will have the opportunity to use the toilets and during breaks purchase food/drinks.

DT = detention

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	

The reduced sensory environment will allow students the chance to consider the consequence of their actions, the impact on others and to adjust their behaviour once returned to normal timetable.

Parents will where possible be informed on the same day if their child has been removed from the classroom.

### 8.2 Detentions

8.2.1. Detention is a well-established sanction for managing poor behaviour. We have set out below the various detentions which may be issued at the college.

8.2.1 For lunchtime detentions, staff will allow reasonable time for the student to eat, drink and use the toilet.

8.2.2. The college does not need parental or student consent to issue a detention which runs after the college session has concluded. The convenience as to whether a student can be picked up or taken home at the conclusion of the set detention is not a reason for the detention to not to go ahead.

8.2.3 The college will listen to representations from parents and/or students, and will consider the following:

- 8.2.3.1. Whether the detention is likely to put the student at increased risk;
- 8.2.3.2. Whether the student has known caring responsibilities;
- 8.2.3.3. Whether the detention timing conflicts with a medical appointment;

- 8.2.3.4. Whether parents ought to be informed of the detention. In many cases it will be necessary, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-college detention where the student can get home safely; and
  - 8.2.3.5. whether suitable travel arrangements can reasonably be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.
- 8.2.4. A failure to attend detention will result in an escalation of sanction and will be classed as a breach of this behaviour policy.

### **8.3 Following a sanction**

Following a sanction, where appropriate, the student will receive further guidance about what they did wrong, the impact of their actions and how they can do better in the future. They will also be offered further support if appropriate which may include:

- 8.3.1. The college engaging with parents.
- 8.3.2. A change of teaching set or class;
- 8.3.3. Consideration by the Special Education Needs Coordinator (SENDCo), with colleagues, of possible interventions within the college;
- 8.3.4. Allocation of a key worker such as a Learning Mentor, Education Welfare Officer or member of the Pastoral Team;
- 8.3.5. referral to a specific support service, such as the Education Welfare Service, Children's Services, Child and Adolescent Mental Health Service, or college's Family Support Service; and
- 8.3.6. Additional pastoral support.

Suspensions and permanent exclusions are dealt with elsewhere in this document.

## **9. RULES OF READY TO LEARN ROOM**

- a. Students in the Ready 2 Learn room may be screened using a hand-held wand for any Devices. If they refuse to comply, they may be searched. If a Device is found then this will be confiscated until the end of the week. (2pm on Friday or 3pm on the last day of the school week if the UTC is closed on the Friday).
- b. Students will complete work provided in silence;
- c. Students who do not comply will have a process for their behaviour.
- d. This will comprise of:
  - i. A first warning;
  - ii. A final warning;
  - iii. Suspension.

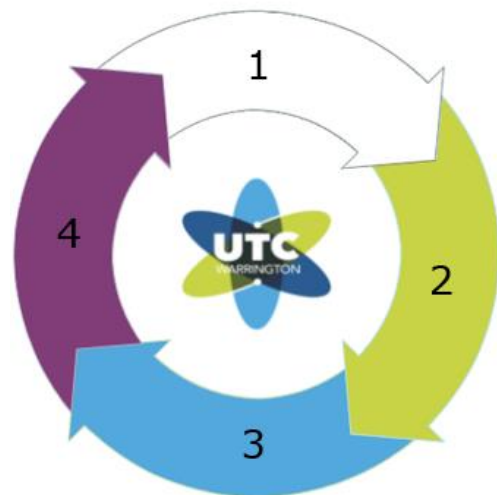
## 10. ESCALATION OF INTERVENTIONS/SUPPORT

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;
- Off-site provision;
- Managed transfer;
- 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 who display any one of the following attributes.





[Each essential skill has fifteen levels of progress which can be found by clicking this link.](#)

## 12. SEN AND REASONABLE ADJUSTMENTS

12.1. The college believes that all students should have the support to achieve high standards of behaviour inside and out of the classroom. However, the college also recognises that some members of the community with SEN or disabilities may have barriers in place to achieve these standards.

12.2. The college aims to support the behaviour of students with SEN by;

12.2.1. Making reasonable adjustments where possible to accommodate their needs;

12.2.2. Co-operating with the Local Authority and other authorities where the student has an Education, Health and Care plan (EHCP);

12.2.3. Remitting short, planned breaks for students whose SEN means they find it difficult to sit still for a long period of time; and,

12.2.4. Training staff in potential triggers for medical conditions so they can recognise triggers which might cause bad behaviour.

12.3. However, where it is apparent a student with SEN is struggling at the college even when accommodations are in place the college will work with multiple agencies to provide education for those for whom the college might not be the best option. This includes supporting a move to an alternative educational provider.

12.4. It is not unlawful to suspend or exclude a child with special educational needs or a disability. However, the principal will consult with the SENDCo before taking any decision to consider whether the breach of the behaviour policy that would ordinarily warrant exclusion is a manifestation of the student's SEN. In the event that it is, the principal may still believe that suspension or exclusion is warranted as it is a proportionate means of achieving a legitimate aim.

12.5. Equality Act

*'Under the Equality Act 2010, all schools must 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, such reasonable adjustments may include:

- 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 headphones);
- 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:

- a. Illegal drugs;
- b. Any item prohibited by UTCW's rules, including Devices, being defined as phones, tablets, smart watches and headphones;
- c. Any weapons such as knives, guns, BB guns;
- d. Alcohol, stolen items, tobacco and cigarette papers, fireworks, e-cigarettes, pornographic images or articles;
- e. 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**

14.1. The college recognises that at times there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children.

14.2. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

14.3. Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the college or among students. Members of staff may also use reasonable force when conducting a search for illegal items, such as weapons (including knives), alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

14.4. Force may not be used to search for other items banned under the college rules.

14.5. When considering using reasonable force staff will carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs, or medical conditions.

14.6. Staff shall exercise these powers in line with the Department for Education's guidance.

### **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](#).

### **15 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 suspension or permanent exclusion. Most serious disciplinary cases will continue to be dealt with through the use of learning agreements.

- Violence will lead to at least the suspension 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 breaches of the UTC Behaviour curriculum may themselves be the subject of severe sanctions;
- The UTC regards persistent verbal abuse and threatening words or actions, whether it is in-person, online, or through some other means, 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 at least suspension as a matter of course although help and support to remediate the problem will be given.

## **16. Moderate to Serious Breaches of the College's rules**

16.1. Any serious breach of the college's rules (including serious aggressive behaviour), will be followed up immediately by a member of the senior leadership team.

16.2. Parents will be informed and, if appropriate, asked to come into the college for a meeting where the behaviour/incident will be explained.

16.3. Where considered necessary, suspension (or, in a rare case, a permanent exclusion) will be given. A Learning Agreement may be implemented.

16.4. We will endeavour to work with students, parents and third parties to develop intervention and strategies to effectively manage behaviour as far as we can.

## **17. Direction off-site to improve behaviour/integrate new students**

17.1. The principal has the power to arrange for a student to be educated off-site to an alternative educational placement to improve behaviour or to integrate new students. Parental consent is not required and attendance at the directed placement is compulsory. This is not a sanction, but a measure at the principal's disposal to take steps to support an improvement in a student's behaviour, with a view to reintegrating them back into the college community with improvement. It can also be used to support the integration of new students with a view to help them access a full college timetable.

17.2. A placement will be commissioned based on the circumstances that have arisen leading to the sanction. This can be at another mainstream school or alternative provision which, in the principal's opinion is going to assist in supporting an improvement in behaviour.

17.3. The period off-site will be proportionate and subject to review with the Chair of Trustees. The length of time a student spends in another mainstream school or AP will depend on what best supports the student's needs and potential improvement in behaviour.

17.4. Parents may request that the Trustees hold a review meeting and may submit written representations at the time of a periodic or other review should they believe the placement should end. Reviews will be held with the principal, the Trustees and parents on whether to end or extend the placement.

17.5. Should a student refuse to follow the direction to attend the alternative placement then the principal will be entitled to treat this as a serious breach of the behaviour policy warranting suspension or permanent exclusion.

## **18. Managed Moves**

18.1. The principal has the power to initiate a process which leads to the transfer of a student to another mainstream school permanently. A managed move is voluntary and agreed with all parties involved.

18.2. A managed move will only be considered when it is in the student's best interests and offered as part of a planned intervention once an appropriate initial intervention has been carried out at a college level. The principal shall have discretion in relation to what an appropriate initial intervention is.

18.3. Examples of interventions the college can consider prior to a managed move include:

- 18.3.1. Frequent and open engagement with parents, including home visits if deemed necessary;
- 18.3.2. Mentoring and coaching;
- 18.3.3. Short-term behaviour report cards or longer-term behaviour plans;
- 18.3.4. Pupil support units; and
- 18.3.5. Engaging with local partners and agencies to address specific challenges.

## **19. Suspension**

19.1. The principal has the power to suspend a student for a fixed period. This power cannot be delegated but may be exercised on the advice from senior leaders where there has been moderate, persistent or serious breaches of this behaviour policy. The principal has the power to suspend a student on disciplinary grounds for a maximum of 45 days in a school year.

19.2. Suspension and permanent exclusion are the most serious sanctions available to the college and will be issued when behaviour warrants such intervention. For the majority of students, a suspension will not be necessary. The college aims to exhaust other sanctions before turning to a suspension. When establishing the facts in relation to a suspension the principal will apply the civil standard of proof, i.e. 'on the balance of probabilities'. This means that the principal will accept that it is more likely that an incident happened than it did not happen. The principal will take into account their statutory duties in relation to SEN duties when considering whether to suspend a student.

19.3. The college will take reasonable steps to set work for the student during the first five school days when they are suspended. For longer suspensions, the college will arrange suitable alternative educational provision from the sixth school day of the suspension.

19.4. A suspension can be issued for part of the college day or for a number of days. A suspension cannot be converted to a permanent exclusion. However, in the event that evidence has come to light which warrants a more serious sanction to be imposed the principal may issue a permanent exclusion to follow the period of suspension.

19.5 Upon return to the college after a suspension, the student will attend a reintegration meeting with a member of the pastoral team. This will normally take place on the first morning back. Parents will be invited to reintegration meetings and it is the principal's strong expectation that parents attend to support the student's reintegration into the college community and so that they can help their child understand the standard of behaviour required. Further intervention may include attendance, behaviour or work performance reports so that the student's progress can be more closely monitored.

## **20. Permanent Exclusion**

20.1. A permanent exclusion will be used in response to persistent breaches or a serious breach of this behaviour policy. It will be used when allowing the student to remain at the college would seriously harm the education or welfare of the student or others at the college.

20.2. Persistent breaches are when a student repeatedly breaches the college's behaviour policy and which other sanctions, interventions and strategies have not been able to effectively manage.

20.3. A serious breach will be a singular event which warrants permanent exclusion from the college. These may include, but are not limited to:

20.3.1. violence towards students, staff or visitors;

20.3.2. drug use or possession;

20.3.2 possession of any weapon;

20.3.3. serious but false allegations against a student or staff.

20.4. Permanent exclusions will follow the Department for Education's statutory guidance on exclusions.

## **21. POOR BEHAVIOUR OFF THE COLLEGE'S PREMISES / ONLINE BEHAVIOUR**

All students have a responsibility to conduct themselves in accordance with our behavioural expectations at all times and so as not to bring the college or our community into disrepute.

The same standard of good behaviour is expected online as apply offline. The college prides itself as an intrinsic part of the community. It will fully support police investigations or community incidents and will sanction or reward students accordingly.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (DSL) (or deputy) when an incident raises a safeguarding concern.

The principal is entitled to take into account behaviour outside the college gates when applying this policy to such an extent as is reasonable. This includes non-criminal poor behaviour and bullying which occurs off college premises or online and which is witnessed by a staff member or reported to the college.

Conduct outside the college premises, including online conduct, that the college might sanction students for include, but are not limited to:

- misbehaviour when taking part in any college-organised or college-related activity;
- misbehaviour when travelling to or from the college;
- misbehaviour when wearing college uniform;
- misbehaviour when in some other way identifiable as a student at the college;
- misbehaviour that could have repercussions for the orderly running of the college;
- misbehaviour with an electronic device;
- misbehaviour that poses a threat to another student or member of the public; or
- misbehaviour that could adversely affect the reputation of the college.

## **22. Suspected criminal behaviour**

22.1. In cases when a member of staff or principal suspects criminal behaviour, the college will conduct initial investigations.

22.2. Investigations will be fully documented, and all reasonable efforts will be made to preserve relevant evidence. The findings of such investigation will determine whether the college makes a report to the police.



22.3. Once a decision is made to report the incident to police, schools retain the discretion to continue investigations and enforce their own sanctions, so long as it does not conflict with police action.

### **23. Child-on-child abuse**

23.1. The college takes any report of online or offline abuse or sexual violence seriously and will not tolerate such behaviour.

23.2. As part of ensuring high behaviour standards the college will ensure that students and staff do not normalise sexually abusive language or behaviour by treating it as an expected part of growing up, All members of the college community must advocate for high standards of conduct and model dignified and respectful relationships.

23.3. If a student makes an allegation of sexual violence or harassment against a peer a referral in the first instance must be made to the DSL, or deputy, and dealt in line with the safeguarding policy. If a student makes a deliberately invented or false allegation they may receive a consequence in line with this behaviour policy. Support from the DSL or deputy will be engaged to determine whether a consequence will be appropriate.

### **24 Reporting**

24.1 When the principal issues a suspension or permanent exclusion, they shall inform the local authority without delay. The notification shall include the reason and duration of the exclusion and, if permanent, the fact that it is permanent.

24.2 The principal will make a termly report to the Trustees with exclusion data. This shall include;

- 24.2.1. the number of suspensions issued;
- 24.2.2. the number of permanently exclusions issued; and
- 24.2.3. the number of permanent exclusions rescinded.

24.3. The Trustees will consider the exclusion data and use it to inform;

24.3.1. the effectiveness and consistency in implementing the college's behaviour policy;

24.3.2. any interventions needed to support students at risk of suspension and/or permanent exclusion; and

24.3.3. an understanding of the demographics, frequency and timings of exclusions.