



# BEHAVIOUR POLICY & RELATIONAL PRINCIPLES

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# RELATIONAL POLICIES AND PRINCIPLES

## At Reach South Academy Trust we believe that:

- Relationships are the foundation for us all to thrive in school.
- Mutual respect is the starting point for all agreements about how we all behave.
- Behaviour is a means of communication.
- We should work as a community to develop behaviours and responses to provide a positive and safe environment for everyone.
- All behaviours have natural consequences, and every member of our community is working towards taking accountability for their behaviour and what happens as a result.

## All staff support all our pupils by:

- Being mindful and reflecting on the quality of our relationships with each other and them.
- Reflecting and being committed to continuously improve on the quality of our provision.
- Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of pupils' individual needs.
- Reflecting and planning the "scaffolding" we put in place to support them to learn self-regulation skills.
- Observing, gathering and analysing data on emotional development and behaviour – to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on and off site.
- Working in partnership with our pupils, their parents and carers, and other professionals working with them.
- Investing time and allowing safe spaces and opportunities for pupils to practice these skills and make mistakes from which they can learn, develop and grow.

## The quality of our relationships with our pupils

These relationships are crucial. Each adult is a significant adult for our pupils. To foster successful, enabling relationships we need to:

- Actively build trust and rapport – which must be earned, not a given.
- Have high expectations for all pupils. When we demonstrate our belief in them, it supports them to succeed.
- Treat pupils with dignity and respect always by communicating carefully and clearly.
- Listen respectfully to the pupil and make a judgement about how/when to respond.
- Invest in relationships with the pupils and have fun together.
- Consider what might be behind the behaviour; why the pupil is behaving in this way. There will always be a reason, the behaviour is a symptom of something that we need to identify and understand.
- Keep our word – and if, for some reason, we are unable to honour a commitment to a pupil, to communicate clearly and honestly about why this has happened.
- Identify the strengths of the pupil – identify these with the pupil and build on it. If a pupil is not able to do this, advocate for the pupil within the team or professional group.
- Apologise if you make a mistake – you are modelling this for the pupil and this will

support you to build trust and respect. Name and manage your own emotional reactions to pupils' reactions/behaviour, i.e., demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a pupil.

- Quietly but firmly hold appropriate boundaries for the pupils.
- Seek support from wider professional networks to problem-solve behaviour that challenges.
- Be respectful to pupils, we do not talk about them over their heads or in front of other pupils.
- Be non-judgemental about pupils' life experiences.
- Reflect and plan with parents to ensure consistency in approaches between home and school. If any form of restraint/ seclusion had to be used to keep a pupil safe during their school day this needs to be shared with parents or carers.
- Understand that touch is an essential element of the Attachment and Trauma approach. Appropriate touch promotes a child's social and emotional development and is a highly effective and powerful method of non-verbal communication and a key to the development of healthy relationships. Touch must be child centered not staff centered.
- Holding may be used appropriately, by this we mean providing physical direction in a more directive nature (using TeamTeach/ MAPA practices).

**Our aims, we believe, are achieved when we have:**

- Created and maintained a positive, safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect across the school community, for belongings and the school environment.
- Provided a nurturing environment to foster appropriate behaviour.
- Promoted self-awareness, self-control and acceptance of responsibility for actions.
- Used a range of appropriate approaches such as PACE (Dan Hughes) Trauma Informed Restorative approaches and Rights Respecting in their interactions with pupils.
- Made interventions specific to pupils' needs.
- High expectations and always maintained boundaries.
- Provided excellent role models.
- Created a school atmosphere which is consistent, safe and caring.
- Understood that all behaviour choices have natural consequences, which are applied consistently and fairly within the school in a calm and considerate manner.

# CONTENTS

Section	Description	Page No.
1.	Aims	5
2.	Scope and Application	7
3.	Regulatory Framework	7
4.	Publication and Availability	9
5.	Definitions	9
6.	Responsibility Statement and Allocation of Tasks	9
7.	Promoting High Expectations of Good Behaviour	11
8.	Responding to Unacceptable Behaviour	11
9.	Minor Breaches of Discipline / This Policy	12
10.	Serious and / or Persistent Breaches of Discipline / This Policy	12
11.	Suspected Criminal Behaviour	14
12.	Removal from the Classroom	14
13.	Intervention, Support and Reintegration	15
14.	The Role of Parents	16
15.	The Role of Pupils	16
16.	Additional Needs	17
17.	Safeguarding and Child-on-Child Abuse	17
18.	Malicious Allegations	18
19.	Use of Reasonable Force	18
20.	Searching Pupils	19
21.	Staff Training	19
22.	Risk Assessment	20
23.	Record Keeping	20
<b>Appendices</b>		
1.	School Behaviour Expectations and Routines	22

	2.	Removal from the Classroom	23
	3.	Rewards and Consequences	24
	4.	Investigations of Incidents and Alternative Action	26
	5.	Use of Reasonable Force	30
	6.	Searching, Screening and Confiscation	31

## 1. Aims

1.1 This is the Behaviour Policy of **Reach South Academy Trust**.

1.2 The aims of this policy are as follows:

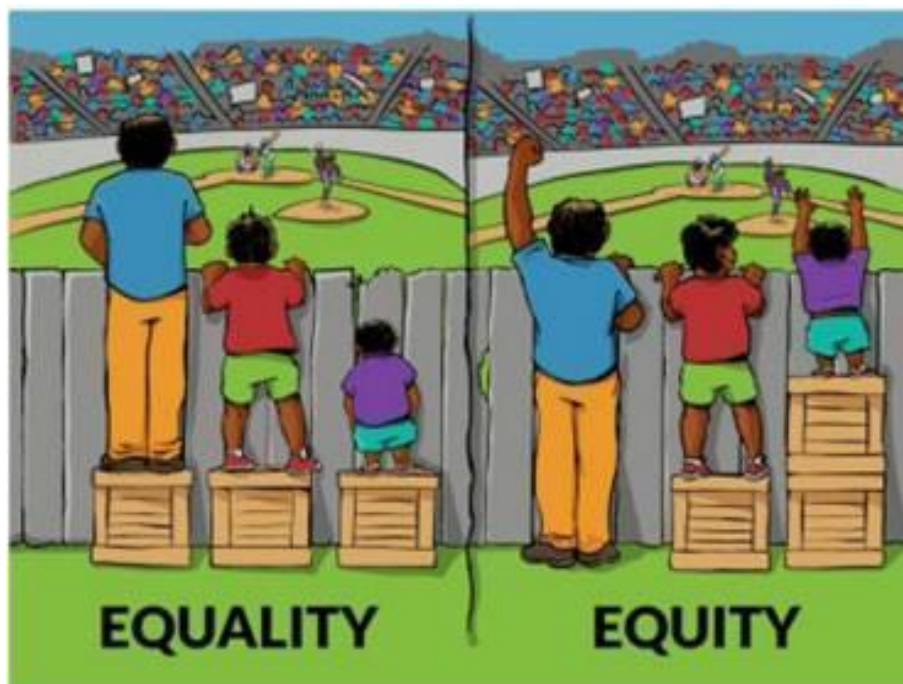
- To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their feelings and behaviour through providing students with strategies to manage their own feelings and behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- To create a calm, safe and supportive environment free from disruption in which pupil can thrive and flourish both in and out of the classroom and reach their full potential;
- To create, promote and maintain high expectations of positive behaviour amongst pupils through a whole school approach to behaviour
- To actively promote and safeguard the welfare of pupils at the UTC and to protect all who come into contact with the UTC from harm;
- To ensure, so far as possible, that every pupil in the UTC is able to benefit from and make their full contribution to the life of the UTC, consistent always with the needs of the UTC's community;
- To set out a clear and fair process for the proper investigations of allegations of poor behaviour and / or breaches of discipline;
- To encourage pupils to accept responsibility for their behaviour;
- To consider how negative behaviours can be prevented or prevented from recurring;
- To enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
- To set out the consequences available to the UTC in the event of pupil misbehaviour
- To help promote a whole school culture of safety, equality, inclusion and protection.

1.3 **Our Aims are to:**

- Safeguard a positive learning environment throughout the college ensuring learning is effective and students and staff feel safe, secure and supported.
- Ensure all staff promote the highest standards of behavior through consistent and fair application of rewards and sanctions.
- Support all members of staff through training and professional development to use standard college processes so all behavior issues, including punctuality and standards of uniform, are consistently addressed.
- Ensure all students recognise that they are personally responsible and accountable for their behavior both in lessons and during social times and they can make choices about how they behave.
- Establish and re-affirm with students that there are clear and inevitable consequences for their behavior both positive and negative.
- Offer bespoke support packages for those who are consistently sent to Reset including but not limited to booking students into our onsite Alternative Provision (AP).
- Key students who have been on an AP package will also have in and out of

class coaching from the Inclusion Team to support their transition back to the classroom.

- This may also be the case for students who are consistently removed but not yet in the AP depending on staff capacity and qualifying factors such as PP/Safeguarding/SEND.



- 1.4 This policy forms part of UTC Plymouth's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the UTC to ensure that the best interests of pupils underpin, and is at the heart of, all decisions, systems, processes and policies.

2. Although this policy is necessarily detailed, it is important to the UTC that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The UTC welcomes feedback on how we can continue to improve our policies.

### 3. Scope and Application

3.1 This policy applies to the whole UTC

3.2 This policy applies to all pupils at the UTC and at all times when a pupil is:

- in or at the UTC (to include any period of remote education);
- representing the UTC or wearing school uniform;
- travelling to or from the UTC;
- on UTC organised trips;
- associated with the UTC at any time.

3.3 This policy shall also apply to pupils at all times and places including out of school hours and off school premises in circumstances where failing to apply this policy may:

- affect the health, safety or well-being of a member of the UTC's community or a member of the public;
- have repercussions for the orderly running of the UTC; or
- bring the UTC into disrepute.

### 4. Regulatory Framework

4.1 This policy has been prepared to meet the UTC's responsibilities under:

- Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022;
- The Education and Inspections Act 2006;
- The Education Act 1996;
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;
- Education (Independent School Standards) Regulations 2014;
- Statutory framework for the Early Years Foundation Stage (DfE, September 2021)
- Education and Skills Act 2008;
- Children Act 1989;
- Childcare Act 2006
- Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
- Human Rights Act 1998;
- Equality Act 2010.



This policy has regard to the following guidance and advice:

- Keeping children safe in education (DfE, September 2023) (**KCSIE**);
- Working together to safeguard children (DfE, July 2018 updated July 2022);
- Information sharing advice for safeguarding practitioners (DfE, July 2018)
- Behaviour in schools: advice for Headteachers and school staff 2022 (DfE September 2022);
- Preventing and tackling bullying, advice for Headteachers, staff and governing bodies (DfE, July 2017)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, September 2022) (**Suspension and Permanent Exclusion Guidance**); [*any suspensions or exclusions that were imposed before 1 September 2022 will still be subject to the regime set out in the previous guidance Exclusions from maintained schools, academies and pupil referral units in England (DfE 2017)*]
- Use of reasonable force (DfE, July 2013);
- Searching, screening and confiscation (DfE, July 2022);
- Alternative provision (DfE, January 2013) (**AP Guidance**);
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020);
- Mental health and behaviour in schools (DfE, November 2018);
- Equality Act 2010: advice for schools (DfE, June 2018);
- Police and Criminal Evidence Act 1984 (PACE) PACE Code C (Home Office, 2019);
- Guidance for appropriate adults (Home Office, April 2003);
- Relationships education, relationships and sex education and health education (DfE, June 2019); and
- The designated teacher for looked-after and previously looked-after children (DfE, February 2018)

4.2 The following UTC policies, procedures and resource materials are relevant to this policy and, where applicable, breach of them will constitute a breach of this Behaviour Policy:

- [*Anti-bullying policy;*]
- [*Policy on smoking, alcohol and the misuse of drugs and substances;*]
- [*School uniform policy;*]
- [*Sixth form code of conduct;*]
- [*Acceptable use policy for pupils;*]
- [*Online safety policy;*]
- [*Safeguarding and child protection policy and procedures;*]
- [*Child-on-child abuse policy;<sup>3</sup>*]
- [*Risk assessment policy for pupil welfare;*]
- [*Special educational needs and learning difficulties policy;*]
- [*Staff code of conduct;*]
- [*Use of reasonable force and physical restraint policy*]
- [*Relationships education and / or Relationships and sex education policy*]
- Positive Relationships Policy 2022

## 5. Publication and Availability

- 5.1 This policy is published on the UTC's website.
- 5.2 This policy is available in hard copy on request.
- 5.3 A copy of the policy is available on the UTC Plymouth website and Parents will be reminded of this on an annual basis.
- 5.4 A copy of the policy is available for inspection from the PA to Exec. Headteacher/SLT during the school day.
- 5.5 This policy can be made available in large print or other accessible format if required.

## 6. Definitions

- 6.1 Where the following words or phrases are used in this policy:
  - References to the **Proprietor** are references to Reach South Academy Trust, the **Academy Trust**
  - References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian).
  - References to **school days** mean Monday to Friday, when the UTC is open to pupils during term time. The dates of terms are published on the UTC's website.

## 7. Responsibility Statement and Allocation of Tasks

- 7.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 7.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under S.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:
  - eliminate discrimination and other conduct that is prohibited by the Act;
  - advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
  - foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- 7.3 Any consequence imposed on a pupil will be legal and proportionate. The consequence will be reasonable in all the circumstances and account will be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

7.4 In discharging of its responsibilities under this policy, the Proprietor expects school leaders and staff to undertake the following roles:

7.5 School leaders will:

- Be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;
- Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
- Make sure all new staff are inducted clearly into the UTC's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
- Consider any appropriate training which is required for staff to meet their duties and functions within the Behaviour Policy;
- Ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupils' behaviour;
- Encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.

7.6 School staff will:

- play an important role in developing calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;
- uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships; as defined in this policy, so pupils can see examples of good habits and confident to ask for help when needed;
- challenge pupils to meet the school expectations and maintain boundaries of acceptable conducts;
- communicate school expectations, routines, values and standards (set out in Appendix 1) both explicitly through teaching behaviour and in every interaction with pupils;
- consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conduct

7.7 In order to achieve this, the Proprietor has allocated the following tasks:

<b>Task</b>	<b>Allocated to</b>	<b>When / frequency of review</b>
Keeping the policy up to date and compliant with the law and best practice	Proprietor: Reach South	As a minimum annually, ideally termly, and as required
Reviewing induction and ongoing training for staff	Justine Hardie	As required, and at least termly
Monitoring the implementation of	Jo Ware	As a minimum annually, ideally

the policy, relevant risk assessments and any action taken in response and evaluating effectiveness		termly, and as required
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the UTC's processes under the policy	Justine Hardie	As a minimum annually, ideally termly, and as required
Formal annual review including effectiveness of policy and procedures in promoting good behaviour and trends relating to disciplinary measures taken	Proprietor: Reach South and Jo Ware	As a minimum annually, and as required
Overall responsibility for content and implementation	Proprietor: Reach South and Jo Ware	As a minimum annually.

## 8. Promoting High Expectations of Good Behaviour

- 8.1 Pupils are educated about good behaviour through the operation of the UTC's curriculum, PSHE, relationships education / relationships and sex education programs and the UTC's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of good habits and routines). Illustrations of the ways in which the UTC teaches the behaviour curriculum are set out in [Appendix 1](#). This will also include induction to school systems and routines on joining the UTC and re-induction after removal from the classroom, time spent at off-site provision or in Pupil Support Units and following suspension.
- 8.2 The UTC understands that rewards can be the most effective means of motivating pupils. The ways in which the UTC may reward good behaviour are set out in [Appendix 3](#).
- 8.3 The UTC recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the UTC to manage the pupil's behaviour more effectively and improve their educational outcomes.
- 8.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, has suffered early trauma and/or ACES, or is experiencing significant challenges at home.

## 9. Responding to Unacceptable Behaviour

- 9.1 When a member of school staff becomes aware of misbehaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with the UTC's Behaviour Policy.
- 9.2 The first priority will be to ensure the safety of pupils and de-escalation techniques can be used to prevent further behaviour issues arising.
- 9.3 The UTC recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.

## **10. Minor Breaches of Discipline / This Policy**

- 10.1 The UTC adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the UTC at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.
- 10.2 The UTC has pastoral support systems in place to assist pupils in managing their behaviour. A range of consequences are available for those who breach the UTC's policies on behaviour.
- 10.3 The decision to issue a consequence and the consequence itself must be made on the UTC's premises or whilst the pupil is under the charge of the relevant member of staff.
- 10.4 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level consequences may be given following such processes (see [Appendix 3](#) for details of possible consequences).
- 10.5 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.
- 10.6 When considering the appropriate consequence, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, consequences applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the UTC's community as a whole.

## **11. Serious and / or Persistent Breaches of Discipline / This Policy**

- 11.1 Allegations, complaints or rumours of serious and / or persistent breaches of discipline should be referred to the Headteacher.
- 11.2 The decision to issue a consequence and the consequence itself must be made on the UTC's premises or whilst the pupil is under the charge of the relevant member of staff.
- 11.3 The main categories of misconduct which are likely to be considered to be serious breaches of discipline include, but are not limited to:

- supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the school policy on smoking, drugs and substances;
- actual or attempted theft, blackmail, intimidation, cyber-based bullying or prejudice based bullying, discriminatory based bullying or other potentially criminal offences including being an accessory or conspirator;
- physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling)
- physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");
- initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
- abuse in intimate personal relationships between child/young people (Child on Child abuse);
- sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;
- consensual and non-consensual sharing of nudes and semi-nude images and / or videos;
- behaviour in contravention of the UTC's policies on the acceptable use of technologies or online safety;
- supply or possession of pornography;
- behaviour which may constitute a criminal offence, such as:
  - possession or use of firearms, knives or other weapons;
  - vandalism, defacement and / or destruction of school property
- persistent breaches of discipline or attitudes or behaviour which are inconsistent with the UTC's ethos;
- other misconduct which affects the welfare of a member or members of the UTC's community or which brings the UTC into disrepute (single or repeated episodes) on or off the UTC's premises;
- other misconduct specifically provided for in the UTC's various policies on behaviour.

11.4 The UTC aims to operate within the principles of fairness and 'natural justice'. A decision to exclude a pupil permanently will only be taken:

- in response to a serious breach and / or persistent breaches of the UTC's Behaviour Policy; and
- where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others such as staff or pupils in the school.

11.5 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in [Appendix 4](#).

11.6 Complainants will be taken seriously and the UTC will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the UTC. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.

- 11.7 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting may be held in accordance with the procedures set out in Appendix 4.
- 11.8 Appendix 3 Appendix 1 sets out a non-exhaustive list of possible consequences which may be imposed for serious and / or persistent breaches of discipline / this policy.

## **12. Suspected Criminal Behaviour**

- 12.1 Before investigating a behaviour incident, the UTC will consider whether a criminal offence may have been committed and should be reported to the Police.
- 12.2 The UTC will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the pupils of the UTC (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police.
- 12.3 When a report is made to the Police, the UTC will not act in a way which could prejudice a criminal investigation, or tip off anyone who may be involved. The UTC will keep in mind that any records created (including witness statements) may be requested by the Police, Crown Prosecution or Defence Solicitors for use within criminal proceedings, with disclosure to other parties.
- 12.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the UTC may decide to continue its investigation and impose consequences.
- 12.5 The UTC will follow its safeguarding and child protection policy and procedures at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.

## **13. Removal from the Classroom**

- 13.1 This section must be read alongside Appendix 2 below.
- 13.2 The UTC will only remove a pupil from the classroom for serious disciplinary reasons, as a formal consequence under this policy. Removal from the classroom is different to the use of separate spaces (for example, sensory/nurture rooms used for non-disciplinary reasons to meet a pupil's needs).
- 13.3 Removal from the classroom will only happen for the following reasons:
- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
  - to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
  - to allow the pupil to regain calm in a safe space.
- 13.4 The UTC will consider whether removal from the classroom is proportionate and will take into account the circumstances of each individual case, with parents being notified on the day.

- 13.5 The UTC will provide any pupil who is removed from the classroom continuous meaningful education during any period of removal.
- 13.6 The Headteacher will maintain overall strategic oversight of the use of removal from the classroom.

#### **14. Intervention, Support and Reintegration**

- 14.1 The UTC will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The UTC has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.
- 14.2 *The Suspension and Permanent Exclusions Guidance requires a Headteacher to consider the examples of interventions listed below as set out at paragraph 98 of the Behaviour Guidance (as well as considering a direction for off-site education and a managed move) before imposing a suspension or permanent exclusion. Therefore, whilst the UTC can add to this list, it will consider what is listed carefully.*

The range of intervention strategies that the UTC will put in place include for example, but are not limited to:

- frequent and open engagement with parents, including home visits if deemed necessary;
  - providing mentoring and coaching;
  - Behaviour Passports or Pastoral support plans and Performance Management Meetings;
  - Pupil Support Units; and
  - engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- 14.3 Where the UTC has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and/or whether a multi-agency assessment is appropriate.
- 14.4 UTC Plymouth has a Pupil Support Unit where planned interventions for individual pupils take place in place of mainstream lessons. The Pupil Support Unit is used for planned interventions for behavioural and pastoral reasons and /or a final preventative measure to support pupils at risk of exclusion.
- 14.5 Following any incident requiring consequence, the UTC will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the UTC. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.
- 14.6 The UTC will consider and apply appropriate strategies for the reintegration of a pupil following removal from the classroom, time at a Pupil Support Unit, time at an alternative site under an off-site direction or suspension.



## **15. The Role of Parents**

- 15.1 The UTC seeks to work in partnership with Parents over matters of discipline and helping schools develop and maintain good behaviour, and it is part of the Parents' obligations to the UTC to support the UTC's policies on behaviour.
- 15.2 The UTC recognises that communication of the UTC policy to all members of the school community, including parents, is an important way of building and maintaining the UTC's culture.
- 15.3 Where a parent has a concern about the management of behaviour, they should raise this directly with the UTC whilst continuing to work in partnership with them.
- 15.4 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct, but may be prevented from doing so immediately e.g. by the police if they are involved.
- 15.5 Parents will be notified of any pending disciplinary action in accordance with paragraph 9.4.
- 15.6 Parents will also be notified of disciplinary consequences:
  - imposed for significant minor breaches of discipline (persistent minor breaches such as low ELPs / detention); and
  - those imposed for serious breaches of discipline and any rights of review as required and / or within school reports.
- 15.7 Parents will be consulted about the child's conduct and the application of this policy to their child where the UTC considers, in its professional judgement, that these give rise to a significant concern about pupil welfare.
- 15.8 Whenever the Headteacher suspends/excludes a pupil they must, without delay, notify parents of the period of the suspension/exclusion and the reason(s) for it, in accordance with section 51A Education Act 2002 and the statutory Suspension and Permanent Exclusion Guidance.

## **16. The Role of Pupils**

- 16.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and the school's approach to a failure to meet required standards and consequence processes. Pupils will be taught they have a duty to follow the school Behaviour Policy and uphold the school rules and should contribute to the school culture.
- 16.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarise them with the school behaviour culture.

## **17. Additional Needs**

- 17.1 Where the UTC has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority where required), consider what additional support or alternative provision may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability. Where a pupil has an EHC plan, the UTC should consider requesting an early annual review or interim / emergency review.
- 17.2 The UTC will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.
- 17.3 The Headteacher and proprietor must comply with their statutory duties in relation to SEN and disability and the Equality Act when administering the exclusion process. This includes having regard to the SEND Code of Practice.
- 17.4 Whilst an exclusion may still be an appropriate consequence, the Headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- 17.5 The UTC will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Staff should seek advice from the Headteacher if they are unsure about how to manage a pupil's behaviour where this is related to a disability.
- 17.6 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Headteacher and/or SENCO and further action in accordance with the UTC's Special educational needs and disability policy will be considered.
- 17.7 Where a suspension or permanent exclusion is being considered, the UTC will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

## **18. Safeguarding and child-on-child abuse**

- 18.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The UTC will adopt a zero-tolerance approach to abuse to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:
  - bullying (including cyber-bullying prejudiced-based and discriminatory-based bullying);
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);
  - sexual violence and / or sexual harassment;
  - causing somebody to engage in sexual activity without consent
  - upskirting and / or attempts to commit upskirting;
  - consensual and non-consensual sharing nudes and semi-nudes and or videos (also known as sexting or youth produced sexual imagery); and

- initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 18.2 Child-on-child abuse can occur both inside and outside of the UTC and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.
- 18.3 Technology is a significant component in many safeguarding and wellbeing issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 18.4 In line with the UTC's aims and culture of openness and encouragement to report, the UTC's policy and procedures with regard to child-on-child abuse are set out in the UTC's Safeguarding and child protection policy and procedures, Child-on-child abuse policy. If behaviour matters give rise to a safeguarding concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the Safeguarding and child protection policy and procedures will take priority.

## **19. Malicious Allegations**

- 19.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil needs help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Headteacher will also consider whether to take disciplinary action against the pupil in accordance with this policy.
- 19.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.
- 19.3 The UTC will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

## **20. Use of Reasonable Force**

- 20.1 Corporal punishment is not used at the UTC and force must never be used as any form of consequence.
- 20.2 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in Appendix 5 and the UTC's Use of reasonable force and physical restraint policy. More detailed guidance about the use of reasonable

force is provided to staff in the Staff code of conduct.

## **21. Searching Pupils**

- 21.1 UTC staff may search a pupil and their possessions for any item if the pupil agrees. The member of staff must ensure the pupil understands the reasons for the search and how it will be conducted, so that their agreement is informed. Appropriate consideration will be given to the age and needs of pupils being searched and the factors that may influence the pupil's ability to agree.
- 21.2 The UTC will follow its safeguarding and child protection policy and procedures at all times if a safeguarding concern arises as a result of any actions connected with a search of a pupil.
- 21.3 If a pupil is not willing to co-operate with the search, the UTC will consider why this is. If a search is necessary but not required urgently, the staff member will seek advice from the DSL, Headteacher or appropriate member of pastoral staff.
- 21.4 If a pupil refuses to co-operate with a search, the Headteacher, and staff authorised by the Headteacher, may use reasonable force to search a pupils' possessions. Where they have reasonable grounds for suspecting that a pupil has an item prohibited by law in their possession (see Appendix 5 for further details in this respect). Reasonable force cannot be used to search for items that are banned by the UTC.
- 21.5 If a pupil continues to refuse to co-operate, their behaviours may be addressed in line with the UTC's behavior policy where this is appropriate, in a consistent, fair and proportionate way.

## **22. Staff Training**

- 22.1 The UTC ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes:
- how staff can support pupils in meeting high standards of behaviour
  - how staff can ensure that this policy and consequences is applied in a way that is consistent, fair, proportionate and in a predictable way,
  - where applicable it will reflect the needs of particular pupils.
- 22.2 The level and frequency of training depends on the role of the individual member of staff.
- Pupil training is referenced in separate PSHE / relationships education / relationships and sex education curriculum policies*
- 22.3 The UTC maintains written records of all staff training.

## **23. Risk Assessment**

- 23.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 23.2 The format of risk assessment may vary and may be included as part of the UTC's overall response to a welfare issue, including the use of individual pupil welfare plans (including Education, Health and Care Plans, behaviour plans, as appropriate). Regardless of the form used, the UTC's approach to promoting pupil welfare will be systematic and pupil focused.
- 23.3 The Headteacher, Jo Ware, has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated as required.
- 23.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the SENCO and Safeguarding Team who have been properly trained in, and tasked with, carrying out the particular assessment.

## **24. Record Keeping**

- 24.1 All records created in accordance with this policy are managed in accordance with UTC policies that apply to the retention and destruction of records.
- 24.2 The UTC will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriate skilled staff.
- 24.3 The UTC will keep a separate record for allegations and concerns reported in respect of:
- sexual harassment or sexual violence;
  - bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / bi-phobic / transphobic bullying, use of derogatory language and racist incidents.
- 24.4 The UTC will keep a record of any search by a member of staff for a 'prohibited item' and all searches conducted by police officers. This will be recorded in the school's safeguarding reporting system.
- 24.5 The UTC will keep a separate record of consequences imposed for serious misbehaviour. The record will include:
- the name and year group of the pupil concerned;
  - the nature and date of the offence;
  - the consequence imposed and reason for it; and
  - the name of the person imposing the consequence
- 24.6 This record will be reviewed regularly by the Deputy Headteacher so that patterns in behaviour can be identified and managed appropriately. This will also

help if / when responding to any complaints about the way a case has been handled by the UTC.

- 24.7 This record will be reviewed by the Behaviour and Discipline Committee in order to evaluate all data recorded in order to meet its obligations under this policy and, in particular, establish any trends (for example, in respect of particular socio-economical groups, or groups with a protected characteristic).
- 24.8 The records created in accordance with this policy may contain personal data. The UTC's use of this personal data will be in accordance with data protection law. The UTC has published on its website privacy notices which explain how the UTC will use personal data.

## Appendix 1: School Behaviour Expectations and Routines

# UTC PLYMOUTH: BEHAVIOUR FOR LEARNING POLICY

### **Rationale**

UTC Plymouth is a place for high quality learning and teaching. All students and staff are entitled to work in a safe, happy and positive environment where there are opportunities to make good progress and achieve challenging goals. We believe every student has the right to learn and every teacher the right to teach. We will encourage all members of our college to accept personal responsibility for their actions, to be truthful, self-disciplined and respectful of others.

### **Principles**

We believe that in order to enable quality first teaching and learning to take place, high standards of behaviour in all aspects of college life is essential.

Our broad principles are to:

- Safeguard a positive learning environment throughout the college ensuring learning is effective and students and staff feel safe, secure and supported.
- Ensure all staff promote the highest standards of behaviour through consistent and fair application of rewards and sanctions.
- Support all members of staff through training and professional development to use standard college processes so all behaviour issues including punctuality and standards of uniform are consistently addressed.
- Ensure all students recognise that they are personally responsible and accountable for their behaviour both in lessons and during social times and they can make choices about how they behave.
- Establish and re-affirm with students that there are clear and inevitable consequences for their behaviour both positive and negative.

### **Expectations - Students**

- To uphold and **display our expectations** stated in 'The Core Values'
- To **make sensible choices** and **avoid risky behaviour**
- **Listen** to members of staff and follow instructions politely and calmly
- Be **polite** to all I encounter: staff, visitors and fellow students and treat all people as I would wish to be treated
- **Go straight to lessons**, holding doors open for others
- **Never insult, undermine or swear** at any member of staff, visitor or student
- **Dress** in correct uniform at all times, including to and from school
- To **work hard** and make the most out of each opportunity

### **Expectations – Parents / Carers**

The school will continue to encourage parents/carers to work in partnership with the school to assist it in maintaining the highest standards of behaviour and attendance. Parents/Carers are expected and supported to take responsibility for the behaviour of their child both inside and outside of school. The relationship between home and school is pivotal to the successful

development of their child's academic and emotional development. It is therefore essential that parent/carers reinforce the school's Behaviour for Learning Policy and the disciplinary authority of the school by:

- Sending their child to school each day punctually, suitably clothed, equipped and ready to learn.
- Helping to ensure that their child follows all instructions by school staff and adheres to school policy and rules, and the code of conduct.
- Working with the school to support their child's positive behaviour.

### **Expectations of staff**

The responsibility of every classroom teacher is to "Manage behaviour effectively to ensure a good and safe learning environment" . To support this each curriculum team must have:

- Clear routines and rules to reinforce the Core Values and positive behaviour for learning expectations.
- Displayed in each classroom a copy of the Core Values and ELPS
- Grade behaviour each lesson on Arbor
- Consistency when applying and recording relevant sanctions and follow our systems
- Effective communication to keep parents and pastoral colleagues informed as to positive and negative behaviour
- Use progress data in order to work collaboratively with curriculum areas in order support positive outcomes
- Identify any barriers and work strategically with colleagues in order to reduce or remove them
- Support students to behave in a positive way including opportunities to discuss
- Keep parents and curriculum colleagues informed about student behaviour patterns and outcomes
- Address inappropriate student behaviours during social times.
- Record, investigate and monitor serious incidents including assault and allegations of bullying

### **The UTC Core Values**

The purpose of the 'Core Values' is to establish a code of conduct which students have contributed to, discussed and agreed. Consequently all students are expected to know, understand and abide by. Students have worked alongside staff to come up with the following criteria:

#### **Respect**

*'Treating people how you wish to be treated yourself.'*

#### **Professional**

*'Professional at the UTC means consistently behaving in a manner that exceeds standards and expectations at all times.'*



## Resilience

*'Not giving up when facing challenges. Be independent and pro-active when tackling these'*

## Discipline

*'The ability to control yourself or others, even in difficult situations, so that you can achieve a goal and understand there will be consequences for not doing so.'*

## Dedication

*'Going above and beyond; pushing past your personal limits in order to represent the college.'*

## Rewards

At UTC Plymouth we believe in a praise culture where good behaviour, effort and achievement will be recognised and celebrated wherever possible. Progress and improvement, teamwork, contributions to our college community or helping others are as commendable and respected as academic achievement. We aim to develop a culture where students want to succeed and are proud of their achievements. Parents/carers will be informed of achievements in a variety of ways and there will be many opportunities to celebrate students' successes throughout the year. Rewards will include amongst other things:

- Regular praise and recognition in briefings
- Positive calls/emails/Postcards/letters home
- Recognition at celebration assemblies and events including Presentation Evening
- Visits and trips
- Special privileges including work experience with staff, representing the school and personalised prizes

## Consequences

Although we insist on a strong emphasis on acknowledging and rewarding positive behaviours, there will be some students who choose not to follow agreed expectations. In these cases, consequences will be used consistently by all staff to support learning, recover negative behaviour and repair relationships.

Each classroom will display **Core Values and ELPS criteria** for incidents of inappropriate behaviour. Staff will use a wide range of behaviour management strategies before consequences are put into place. As a last resort, students not exhibiting the core values will be removed from the lesson and sent to our Reset room. They will have access to a reflection sheet to consider their behaviour and how to move forward, making more positive decisions. They will complete some basic work either on google classroom or on paper. Every student removed will receive a 1 on their ELPS and the staff member removing them will conduct a restorative conversation before the next lesson to discuss the behaviour.

<h1 style="text-align: center;">ELPS CRITERIA</h1> <p style="text-align: center;">‘EFFECTIVE LEARNING - EVERY LESSON, EVERY DAY.’</p>		
ELPS SCORE	PROGRESS	BEHAVIOUR (CONDUCT)
<b>5 EXCEEDING</b>	<ul style="list-style-type: none"> <li>I HAVE COMPLETED CHALLENGE WORK OR MADE PROGRESS BEYOND THE LEARNING OBJECTIVE.</li> <li>I HAVE OUTPERFORMED MY ACADEMIC TARGETS.</li> <li>I HAVE PUSHED MYSELF BEYOND MY EXPECTATIONS.</li> </ul>	<ul style="list-style-type: none"> <li>I HAVE FOLLOWED OUR CORE VALUES LIKE A ROLE MODEL.</li> <li>I HAVE SHOWN A REAL DETERMINATION TO LEARN.</li> <li>I HAVE OVERCOME CHALLENGES.</li> </ul>
<b>4 ACHIEVING</b>	<ul style="list-style-type: none"> <li>I HAVE COMPLETED ALL LEARNING TASKS OR TRIED MY BEST TO.</li> <li>I HAVE MET THE EXPECTATIONS OF MY ACADEMIC LEVEL.</li> <li>I MET THE EXPECTED LEARNING OUTCOMES.</li> </ul>	<ul style="list-style-type: none"> <li>I HAVE FOLLOWED OUR CORE VALUES CONSISTENTLY.</li> <li>I HAVE APPLIED MYSELF TO MY LEARNING.</li> <li>I HAVE WORKED EFFECTIVELY TO MEET CHALLENGES.</li> </ul>
<b>3 INCONSISTENT</b>	<ul style="list-style-type: none"> <li>I HAVE NOT ATTEMPTED ALL LEARNING TASKS.</li> <li>I HAVE HAD CORRECTIONS FOR A LACK OF FOCUS ON WORK.</li> <li>I HAVE NOT MET THE EXPECTED LEARNING OUTCOMES.</li> </ul>	<ul style="list-style-type: none"> <li>I HAVE RECEIVED <b>ONE CORRECTION</b> FOR DISRUPTING THE LEARNING OF OTHERS.</li> <li>I ARRIVED LATE FOR NO REASON.</li> <li>I HAVE FOLLOWED CORE VALUES INCONSISTENTLY.</li> </ul>
<b>2 MINIMAL</b>	<ul style="list-style-type: none"> <li>I HAVE COMPLETED MINIMAL WORK DURING LEARNING TASKS.</li> <li>I HAVE HAD CORRECTIONS FOR NOT ATTEMPTING WORK.</li> <li>I HAVE HAD POOR LEARNING OUTCOMES THIS LESSON.</li> </ul>	<ul style="list-style-type: none"> <li>I DISRUPTED THE LEARNING OF OTHERS.</li> <li>I HAVE RECEIVED <b>TWO CORRECTIONS</b> FOR NOT MEETING STANDARDS.</li> <li>I PRESENTED A POOR ATTITUDE TO LEARNING PERSISTENTLY IN THIS LESSON.</li> </ul>
<b>1 DISAPPOINTING (REMOVALS ONLY)</b>	<ul style="list-style-type: none"> <li>I HAVE BEEN REMOVED AFTER TWO CORRECTIONS OR A SERIOUS INCIDENT.</li> <li>I HAVEN'T ATTEMPTED MY WORK.</li> <li>I HAVE HAD A POOR ATTITUDE TO LEARNING.</li> </ul>	<ul style="list-style-type: none"> <li>I HAVE GONE AGAINST THE CORE VALUES.</li> <li>I HAVE DEMONSTRATED UNSAFE BEHAVIOUR.</li> <li>I WILL NEED TO DISCUSS BEHAVIOUR WITH PARENTS AND/OR MLT/SLT.</li> </ul>

## Sanctions

Communication with parents/carers will be made to share details of a students' unacceptable behaviour and the sanction given as a consequence.

A range of sanctions are available to reinforce high standards of behaviour. These are:

- Verbal reprimand (x2 correction system)
- Removal of students to Reset
- Loss of Bonus Time on a Friday to conduct a performance management review
- Break and lunchtime detentions at the discretion of the staff member
- School based community service
- Isolation and onsite Virtual School
- Behaviour Support Plan including Parental meetings to discuss behaviour
- Risk assessment plan
- 6-12 week packages for students at risk of permanent exclusion in our onsite Inclusion Provision or through our city 'Cluster' schools.
- Internal suspensions
- External suspensions
- Permanent exclusion

In severe cases, students will receive an external suspension, where the behaviour is too serious for an internal suspension in the inclusion centre, and in rare cases, a permanent exclusion. This will always be a last resort.

## Student Written Behaviour Plan

Issue	Consequence
<b>PROFESSIONAL</b>	
Poor punctuality	<ul style="list-style-type: none"> <li>● After school detention- 30 minutes</li> <li>● If repeated, parents contacted, attendance letters sent and attendance team involvement.</li> </ul>
Repeated Absence	<ul style="list-style-type: none"> <li>● Parents contacted</li> <li>● FLO home visits</li> <li>● IAP</li> <li>● EHAT</li> <li>● Referral to EWO</li> </ul>
Consistent Poor Appearance	<ul style="list-style-type: none"> <li>● Parent/guardian contacted</li> <li>● After school detention- 30 minutes</li> <li>● Internal seclusion</li> </ul>
Missing: Equipment Pencil case PPE Uniform *equipment checks in briefing EVERY day	<ul style="list-style-type: none"> <li>● After school detention- 30 minutes</li> <li>● Repeat offenders will have parents contacted</li> </ul>
<b>DISCIPLINE</b>	
Community offences	<ul style="list-style-type: none"> <li>● Dependent on each case but immediate loss of after school and/or social time</li> <li>● Letters of apology</li> <li>● Mediation/restorative practice</li> </ul>
Destruction of property	<ul style="list-style-type: none"> <li>● Community Service</li> <li>● After school detention- up to 1 hour</li> </ul>
Smoking/vaping/phone misuse	<ul style="list-style-type: none"> <li>● Confiscate items and discard them or parents to collect</li> <li>● Meeting to follow</li> <li>● Loss of social time/detention</li> <li>● Community service</li> </ul>
<b>RESPECT</b>	
Rudeness to staff, peers,	<ul style="list-style-type: none"> <li>● Dependent on severity</li> </ul>

visitors	<ul style="list-style-type: none"> <li>● Investigation</li> </ul>
Bullying/racial/sexual (STOP)	<ul style="list-style-type: none"> <li>● Investigation/each case to be treated individually</li> <li>● Safeguarding procedures followed</li> <li>● Restorative meetings</li> </ul>
Failing to attend performance management/detentions	<ul style="list-style-type: none"> <li>● Parental meeting and targets set</li> <li>● Internal seclusion</li> <li>● Extended detention with ELT</li> </ul>
Fighting or assault	<ul style="list-style-type: none"> <li>● Immediate isolation/investigation/parental involvement</li> <li>● Inclusion</li> <li>● Packages at other schools within our cluster</li> <li>● Internal/External suspensions</li> <li>● Permanent suspension</li> </ul>
<b>DEDICATION</b>	
Failing to complete college work to an acceptable standard	<ul style="list-style-type: none"> <li>● Attendance to catch-up</li> <li>● After school detentions. 30 minutes per subject, per week.</li> </ul>
Choosing to continuously break college ethos	<ul style="list-style-type: none"> <li>● Loss of social time</li> <li>● After school detentions</li> <li>● Parental meetings</li> <li>● Pastoral support plans</li> <li>● Packages at other schools within our cluster</li> <li>● Behaviour Performance Management meeting with SLT</li> </ul>
<b>RESILIENCE</b>	
Incomplete work/deliberate, poor effort	<ul style="list-style-type: none"> <li>● Attendance to catch-up sessions</li> <li>● Performance management reviews</li> <li>● After school detentions</li> </ul>
Failing to complete homework to an acceptable standard	<ul style="list-style-type: none"> <li>● Parental contact if persistent</li> <li>● Attendance to Homework support club</li> <li>● After school detentions</li> <li>● Loss of social time</li> </ul>

## **Recording and Reporting**

All behaviour positive or negative will be recorded by staff using ARBOR. The data collected will be used to monitor the way each student conducts themselves and will be used to inform any nomination for a recognition reward or intervention to support managing their behaviour.

## **Appendix 2: Removal from the Classroom**

- 1 Removal of a pupil from the classroom is a formal consequence imposed for serious disciplinary reasons, which allows for the continuation of the pupil's education in a supervised setting. The education provided may differ from that provided in the mainstream classroom but will still be meaningful for the pupil.
- 2 Removal from the classroom will only be used for the following reasons:
  - to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
  - to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
  - to allow the pupil to regain calm in a safe space
- 3 The UTC's arrangements for removal from the classroom are that each removal lasts for the duration of that lesson to ensure education is not lost unnecessarily. Students who are removed are sent to our Reset room where work is provided either online via the Google Classroom or through paper based activities. This space is manned by the behaviour manager who is suitably trained. All removed students will sit an end of day detention of either 30 minutes or 1 hour dependent on the number of removals that day. All staff are encouraged to attend these end of day detentions to complete the restorative conversations to ensure students are able to reintegrate back into that lesson successfully and hopefully avoid a repeat of the same behaviour that led to the removal.
- 4 It will be the responsibility of the Headteacher to maintain overall strategic oversight of the school's arrangements for any removals.
- 5 The UTC will collect, monitor and analyse the data on the removal of pupils from the classroom in order to interrogate its use and effectiveness.
6. When dealing with the removal of a pupil from the classroom each case will be dealt with on its own individual facts and circumstances. The Headteacher and teachers will:
  - consider whether any assessment of underlying factors of disruptive behaviour is needed;
  - inform parents of the removal from the classroom on the same day;
  - facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
  - ensure that pupils are never locked in the room of their removal except in limited exceptional situations.

## Appendix 3: Rewards and Consequences

### 1. Introduction

- Examples of the rewards and consequences the UTC ordinarily uses are set out in the paragraphs below. These are not, however, exhaustive lists, and other rewards and consequences may be used insofar as they comply with good education practice, and promote good behaviour and compliance with the UTC's Policies on behaviour.
- Where particular types of good behaviour or misbehaviour are expressly referred to in this policy, these are not to be taken as an exhaustive list of all types of good behaviour or misbehaviour for which rewards can be given, and consequences imposed.
- Where a particular reward or consequence is identified as the usual response to a specific type of good behaviour or misbehaviour, this will not prevent a different reward being given, or a different consequence imposed, where it is appropriate to do so.

### 2. Rewards

- At UTC Plymouth we believe in a praise culture where good behavior, effort, achievement and attendance will be recognised and celebrated wherever possible. Progress, improvement and teamwork contributes to our college community. Helping others is as commendable and respected as academic achievement. We aim to develop a culture where students want to succeed and are proud of their achievements. Parents/carers will be informed of achievements in a variety of ways and there will be many opportunities to celebrate student success throughout the year. Positive motivation lies at the heart of effective education and our system in school is designed to recognise and celebrate effort, achievement and success at all times. Whole school rewards will include amongst other things:
  - Regular praise and recognition in briefings
  - Positive calls/emails/postcards/certificates/letters home
  - Celebration assemblies and awards
  - Bonus time(early finish) on Fridays for those not on performance management
  - Attendance to school trips

### 3. Consequences

Although we place a strong emphasis on acknowledging and rewarding positive behaviours, there will be some students who choose not to follow agreed expectations. In these cases, consequences will be used consistently by all staff to support learning, recover negative behaviour and repair relationships. Each classroom will display **Core Values and ELPS criteria** for incidents of inappropriate behaviour. Staff will use a wide range of behaviour management strategies before consequences are put into place.

**Examples** of consequences may include:

- Verbal reprimand (x2 correction system)
- Removal of students to Reset

- Loss of Bonus Time on a Friday to conduct a performance management review
- Break and lunchtime detentions at the discretion of the staff member
- School based community service
- Isolation and onsite Virtual School
- Behaviour Support Plan including Parental meetings to discuss behaviour
- Risk assessment plan
- 6-12 week packages for students at risk of permanent exclusion in our onsite Inclusion Provision or through our city 'Cluster' schools.
- Internal suspensions
- External suspensions
- Permanent exclusion

In severe cases, students will receive an external suspension, where the behaviour is too serious for an internal suspension in the inclusion centre, and in rare cases, a permanent exclusion. This will always be a last resort.

Alternative arrangements for consequences can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The school will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements. In considering whether a consequence is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case. It will also consider any special circumstances relevant to its imposition including:

- *the pupil's age;*
- *any special educational needs or disability they may have*

#### **4. Suspension and Permanent Exclusion from School**

Only the Headteacher has the power to impose a suspension or permanent exclusion from school. An 'Acting Head' who has been formally appointed to this position while the Headteacher is on extended leave, or the post is vacant, will also have this power.

- Suspension and permanent exclusion from school can take the form of:
  - Suspension for a fixed term (including lunch time suspensions, which each count as half a day); or
  - permanent exclusion.
- Permanent exclusion from school will only be imposed for:
  - a serious breach or breaches and / or persistent breaches of this policy; and
  - where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others (such as staff or pupils) in the school.
- **The principles, guidance and procedure set out in the Exclusion Guidance will be followed at all times.** This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings / hearings, including the deadlines for these.
- The Headteacher may cancel (i.e. withdraw) any suspension or permanent exclusion which has not yet been formally reviewed by the Governors' Discipline Committee at a



meeting, including where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

## **Appendix 4: Investigations of Incidents and Alternative Action**

### **1. Investigations**

- 1.1 The Headteacher may investigate incidents which potentially give rise to a breach of the UTC's policies on behaviour and discipline, or they may appoint a member of staff (usually a member of the Senior Leadership Team) to carry out the investigation.
- 1.2 The investigation and any interviews or meetings which take place with pupils will be conducted fairly, in a way which is appropriate in a school environment, and without being formal or legalistic in nature.
- 1.3 The pupils involved will be interviewed as part of the investigation and given the opportunity to state their version of events. Where pupils are at risk of disciplinary action, they will usually be accompanied by a member of staff not involved in the incident or the investigation while they are interviewed.
- 1.4 Pupils who are clearly only witnesses and not at risk of disciplinary action may be interviewed without an additional member of staff being present.
- 1.5 Parents do *not* need to be notified in advance that interviews are taking place, and their consent is not required (although they may be invited to attend an interview in the case of potentially serious breaches, where the UTC deems it appropriate to do so).
- 1.6 The pupil will be asked to make a statement, and / or a written record of the interview will be made by the interviewing member of staff. Pupils will be asked to sign and date their statement or the written record of interview, confirming it to be true and accurate.
- 1.7 CCTV footage may be viewed and pupils' desks, lockers and / or personal belongings may be searched during the course of an investigation. See Appendix 6 of this policy for the UTC's policy on searching and confiscation.
- 1.8 It may sometimes be necessary to delay or suspend an investigation where external agencies such as the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will take into account advice from appropriate external agencies, and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the UTC will have regard to KCSIE and the UTC's designated safeguarding lead (or a deputy) will take a leading role on decisions.
- 1.9 Where the Headteacher has appointed a senior member of staff to investigate an incident which may result in formal exclusion from the UTC, the investigating member of staff will fully report the outcome of their investigation to the Headteacher to enable an informed decision to be made.

### **2. Removal from the Classroom / Suspension Pending Further Investigation / Enquiries**

- 2.1 Where the incident is serious and / or complex and it has not been possible to complete the full investigation and / or conduct all enquiries on the day that the incident occurred or was brought to the attention of the UTC, the pupil may be removed from the

classroom while the investigation continues and / or enquiries are made (for example, consideration of a managed move). During this time the pupil is entitled to receive the equivalent of full-time education provision. The period of removal from the classroom should be taken into account by the Headteacher when determining the final consequence.

- 2.2 Alternatively, where it is not appropriate for the pupil to remain on the UTC's premises while the investigation continues / enquiries are made, the pupil may be formally suspended from the UTC for a fixed number of days pending further investigation / enquiries. The length of the suspension will be kept to the minimum required to complete the further investigation / enquiries.
- 2.3 Before a suspension pending further investigation / enquiries is imposed, the Headteacher must be satisfied that a prima facie case has already been established in relation to the pupil's involvement in the incident to an extent that merits a suspension of at least that length.
- 2.4 A suspension pending further investigation / enquiries is still a serious disciplinary measure and the statutory procedure set out in the Exclusion Guidance will be followed (including sending a notification letter to the Parents containing all mandatory information).
- 2.5 Once the investigation / enquiries are complete, the Headteacher will be in a position to make a final decision. This may include imposing a further suspension or permanent exclusion to run consecutively (i.e. back to back, without a break in between) with the original suspension pending further investigation / enquiries. A second suspension notification letter containing all mandatory information will be sent to the Parents confirming the further suspension or permanent exclusion.

### **3. Decision**

- 3.1 Once the investigation has concluded, all of the information gathered will be considered and a decision will be made as to what facts have been established to be true, to the civil standard of proof (i.e. on a balance of probabilities, or more likely than not).
- 3.2 Pupils' behaviour and discipline records will be taken into account, together with the pupils' background, and any special educational needs and / or disabilities they may have. The UTC will follow its special educational needs and learning difficulties policy and Equality policy, where these are relevant.
- 3.3 All disciplinary consequences imposed will be a fair, reasonable and proportionate response to the misbehaviour involved, taking into account the pupil's own account, aggravating features, mitigation, background, and special educational needs and / or disabilities.
- 3.4 Disciplinary consequences will be recorded in the pupil's behaviour and discipline record.
- 3.5 The UTC will usually notify the Parents of disciplinary consequences imposed and the reasons for them (parents must always be notified of removals from the classroom, suspension and permanent exclusions).

#### **4. Off-site Directions**

- 4.1 The UTC has the power to direct that a pupil be educated off-site with the aim of improving their future behaviour. It must **not** be used as a disciplinary consequence for misconduct.
- 4.2 The off-site direction may be to a Pupil Referral Unit (**PRU**), an Alternative Provision , or another academy / school (or unit therein).
- 4.3 Parental consent is **not** required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the UTC.
- 4.4 The arrangements for the off-site placement will be based on an understanding of the support the pupil needs in order to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance at the UTC or another setting. The expectation is that the pupil will continue to receive full-time broad and balanced education.
- 4.5 A 'personalised plan for intervention' will be put in place, which sets out the objectives for the pupil's improvement and attainment, the time frame involved, the arrangements for assessment and monitoring progress, and with a baseline of the pupil's current position against which to measure their progress.
- 4.6 The off-site placement will be regularly reviewed, and Parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the pupil is benefitting from it.
- 4.7 During the period of an off-site direction by the UTC to another school / academy, the pupil must be dual registered which means that they will be registered at both the UTC and the school / academy to which the pupil is directed off-site.
- 4.8 The UTC will follow the Alternative Provision Guidance when exercising this power.

#### **5. Managed Moves**

- 5.1 A 'managed move' is used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school / academy following a trial period. It is designed to give pupils who are **at risk of** permanent exclusion a fresh start in another school / academy without a permanent exclusion on their educational record.
- 5.2 As it is a proposed permanent transfer to another setting, parental consent is required, and Parents will be consulted while this is being explored.
- 5.3 If a temporary move to another setting is needed with the aim of improving the pupil's behaviour, rather than as a trial period before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent.
- 5.4 A planned managed move will only happen when it is in the pupil's best interests.

- 5.5 During the trial period, the pupil will be dual registered at both the UTC and the new school / academy. If the managed move breaks down during the trial period, the new school / academy will terminate the trial period and delete the pupil's name from the register. The pupil will then return to the UTC.
- 5.6 For this reason, a managed move will not be appropriate following a serious breach and / or persistent breaches of the Behaviour Policy for which permanent exclusion is deemed by the Headteacher to be the only appropriate consequence, where the UTC would not be prepared to accept the pupil back at the UTC if the managed move broke down during a trial period.
- 5.7 The UTC will agree a fixed period for the trial period at the outset, after which the new school / academy will be expected to give permission to the UTC for the pupil's name to be deleted from the UTC's roll, at which time the transfer becomes permanent.

### **Appendix 5: Use of Reasonable Force**

1. Any use of reasonable force will be in accordance with the DfE guidance **Use of reasonable force** (DfE, July 2013)
2. Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
  - committing a criminal offence;
  - injuring themselves or others;
  - causing damage to property, including their own; or
  - engaging in any behaviour prejudicial to good order and discipline at the UTC or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere
3. In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others. Force is never used in any other way or and never as a form of consequence.
4. In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see [Appendix 6](#) below).
5. In these circumstances, "reasonable" means using no more force than is needed.
6. In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities. The UTC will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their Parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.
7. Where reasonable force is used by a member of staff, the Headteacher must be

informed of the incident and it will be recorded in writing. The Parents will be informed about serious incidents involving the use of force. The pupil's Parents will be informed about any use of force on the day of the incident or as soon as reasonably practicable. [ See also the UTC's separate Policy on the Use of physical restraint].

## **Appendix 6: Searching, Screening and Confiscation**

1. All Academies have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
2. The UTC's policy on searching and confiscation has regard to the DfE guidance [Searching, screening and confiscation: advice for schools](#) (DfE, July 2022).

### **3. Prohibited Items**

- 3.1 The following are 'prohibited items' by law under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):
  - Knives or weapons, alcohol, illegal drugs and stolen items;
  - Tobacco and cigarette papers, fireworks and pornographic images;
  - Any article that a member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence; or
    - to cause personal injury to, or damage to the property of, any person (including the pupil); and
- 3.2 In addition to the above, the UTC has prohibited or restricted the use of the following items on the grounds that they are reasonably believed to be likely to cause harm or disruption:
  - mobile phones;
  - laptops
  - tablets
  - hand-held electronic games;
  - other electronic devices
  - vaping devices/e-cigarettes
  - chewing gum
- 3.3 Pupils must not have these items in their possession or use them in a way which is restricted on the UTC's premises, or at any time when they are in the lawful charge and control of UTC staff (e.g. on educational visits).
- 3.4 Pupils may be searched for any item which is prohibited or its use restricted by the UTC (as set out above) with their agreement (note that the UTC will never use force to search for these items: see paragraph 4.3 below).

## 4. Searching Pupils

- 4.1 Under common law, school staff have the power to search for any item if a pupil agrees. The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.
- 4.2 When exercising these powers, the school must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
- 4.3 If a pupil refuses to co-operate with a search for an item prohibited by law as listed in section 3.1 above, the member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for items that the UTC has prohibited, as set out in 3.4 above.
- 4.4 The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- 4.5 Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation, then a parent's co-operation will be sought.
- 4.6 If a pupil refuses to co-operate with a search for items that are **not** items prohibited by law as listed in section 3.1 above, disciplinary action may be taken in accordance with this policy.
- 4.7 Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Headteacher / DSL and / or pastoral member staff will be sought. During this time the pupil should be supervised and kept away from other pupils.
- 4.8 Searches will be carried out on the School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings<sup>7</sup>.
- 4.9 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
  - search of outer clothing; and / or
  - search of the School property (e.g. pupils' lockers or desks and / or
  - search of personal property (e.g. bag or pencil case).
- 4.10 Staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.



- 4.11 A pupil's possessions can only be searched in the presence of the pupil and another member of staff except where 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.
- 4.12 Where the Headteacher, or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the designated safeguarding lead (DSL) or deputy and the pupil will be provided with a consequence in line with the school's Behaviour Policy to ensure consistency of approach.

## **5. Strip Searching**

- 5.1 A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with PACE Code C. More information is contained within the DfE advice to schools on Searching, Screening and Confiscation (July 2022).
- 5.2 While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.
- 5.3 School staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.
- 5.4 In order to ensure a pupil's wellbeing, the school may wish to involve an appropriate adult as a matter of course during all searches conducted by police in school.
- 5.5 Except where there is an immediate risk of harm, parents will be informed before a strip search takes place, where reasonably possible. Parents will always be notified after a strip search has taken place.

## **6. After a Search**

- 6.1 Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.
- 6.2 Where appropriate school staff will follow the school's child protection policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

## **7. Recording Searches**

- 7.1 Any search by a member of staff for an item prohibited by law as listed in section 3.1 above [items banned by the school rules in section 3.2 above] and all searches

conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

#### 7.2 Records of the search will include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

#### 7.3 The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

### **8. Screening**

8.1 The UTC may impose a requirement that pupils undergo screening for the detection of weapons.

8.2 Screening will take the form of a walk through or hand held metal detector to scan all pupils for weapons before they enter the UTC premises.

8.3 If a pupil has a disability, the UTC will make any reasonable adjustments to the screening process as required.

8.4 If a pupil refuses to be screened, the UTC will consider why the pupil is not cooperating and will make an assessment as to whether it is necessary to conduct a search.

### **9. Confiscation**

9.1 Under the UTC's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

9.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to UTC discipline.

### **10. Searching Electronic Devices**

10.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach the UTC's policies on behaviour, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.

- 10.2 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the UTC's policies on behaviour.
- 10.3 Subject to 8.4 below and the requirements set out in KCSIE 2022 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of UTC discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence
- 10.4 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.
- 10.5 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the UTC's policy on sexting as set out in the Safeguarding and child protection policy / consult the advice set out in the [Searching screening and confiscation advice \(for schools\) and UKCIS sexting advice](#).
- 10.6 The School will comply with data protection law in relation to any search of an electronic device.

## 11. Disposal of Confiscated Items

- 11.1 **Alcohol:** Alcohol which has been confiscated will be destroyed.
- 11.2 **Controlled drugs:** Controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Headteacher or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- 11.3 **Other substances:** Substances which are not believed to be controlled drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is a controlled drug, it will be treated as such and disposed of as above.
- 11.4 **Stolen items:** Stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Headteacher or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. In taking into account the relevant circumstances, the member of staff should consider: the value of the item; whether the item is banned by the school; whether retraining or returning the item may place any person at risk of harm; and whether the item can be disposed of safely.
- 11.5 **Tobacco or cigarette papers:** Tobacco or cigarette papers will be destroyed.
- 11.6 **Fireworks:** Fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Headteacher or other authorised member of staff which may include donation to an appropriate charity.
- 11.7 **Pornographic images:** Pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and

Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.

- 11.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 11.9 **Article used to commit an offence or to cause personal injury or damage to property:** Such articles may, at the discretion of the Headteacher or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider: whether it is safe to dispose of the item; and when it is safe to return the item.
- 11.10 **Weapons or items which are evidence of an offence:** Such items will be passed to the police as soon as possible.
- 11.11 **An item prohibited [or its use restricted by] the UTC:** Such items may, at the discretion of the Headteacher or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.
- 11.12 Where staff confiscate a mobile phone that has been used to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its parent, unless the Headteacher considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 11.13 below. If a pupil persists in using a mobile phone in breach of the restriction.
- 11.13 **Electronic devices:** If it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or breach the UTC's policies on behaviour, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto UTC premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

## 12. Communication with Parents

- 12.1 There is no legal requirement for the UTC to inform Parents before a search for prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.
- 12.2 Parents should always be informed of any search for a 'prohibited item' listed above that has taken place and the outcome of the search as soon as practicable. A member

of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any consequences applied.

- 12.3 In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.
- 12.4 We will keep a record of all searches carried out, in accordance with paragraph 7 above, which can be inspected by the Parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 2018.
- 12.5 Complaints about searching or confiscation will be dealt with through the UTC's published Complaints policy and procedures.
- 12.6 The UTC will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the UTC does not accept responsibility for loss or damage to property.

## POLICY HISTORY

Date	Summary of change	Contact	Policy Implementation Date	Review Date
	New Policy		July 2023	July 2024