



UTC PLYMOUTH

Behaviour For Learning And Inclusion 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 are essential. Our mission is to drive a culture of inclusion to support individual student needs, particularly for the most vulnerable and those with SEND. We aim to: support staff to be able to deliver disruption free learning; reduce fixed term exclusions; offer personalised support packages and create a culture of restorative support.

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 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.
- Offer bespoke support packages for those who are consistently sent to the inclusion room including but not limited to booking students into our new, 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.

Expectations - Students will...

- Uphold and follow our ' Core Values' at all times
- Develop self-discipline and independent study skills
- Be polite and kind to all staff, visitors and fellow students
- Strive for 100% attendance
- Dress in correct work-wear uniform at all times, including to and from school
- Be fully prepared for learning and correctly equipped
- Develop the skills needed to be an effective communicator
- Take pride in their work presentation
- Follow our 'Think Like an Engineer' mindset at all times
- Have a mature attitude and follow our etiquette rules during social time and lesson changeover
- Uphold our anti-bullying policy and look after each other

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/children both inside and outside of school. The relationship between home and school is pivotal to the successful development of their child's/children'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 given 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 an effective and safe learning environment" . Teachers must...

- Have clear routines and expectations to reinforce the Core Values and positive behaviour for learning
- Display in each classroom a copy of the Core Values and ELPS criteria and refer to them
- Grade behaviour each lesson on the school's information system - Arbor
- Consistently apply and record relevant sanctions and follow our systems
- Effectively communicate to keep parents and pastoral colleagues informed as to positive and negative behaviour patterns and outcomes
- Use progress data in order to work collaboratively with curriculum areas in order to 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 and reflect
- Address inappropriate student behaviours during social times and refer to our etiquette guidelines
- Record, investigate and monitor serious incidents including assault and allegations of bullying

The UTC Core Values and ELPs system

Here at UTC Plymouth, we have a unique policy where we reward students every lesson with Effective Learning Points. Professional behaviour is best promoted by highlighting and rewarding dedicated and hardworking students. 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 them. Students have worked alongside staff to come up with the following criteria:

Respect...others and yourself

Professional...at all times

Resilience...it's a marathon not a sprint

Dedication...be the best you can be

Discipline...it's a state of mind

Every lesson, students are awarded a score between 1 and 5. If they achieve an average of 4.0 or above, they are given Bonus Time on a Friday afternoon. Essentially, this is a slightly earlier school day, which has been calculated to offset a slightly longer working day Monday-Thursday. Students are, theoretically then, rewarded with the gift of time for their hard work and dedication. This is in line with the practice of other large manufacturing industries in the area and is also part of our UTC philosophy of “Work Preparation through Practice”. Those that do not achieve the expectation of a 4.0 will stay after school, complete restorative conversations and any outstanding work.

Points will be awarded on the following scale:

5 points for **Exceeding**

4 points for **Achieving**

3 points for being **Inconsistent**

2 points for **Minimal**

1 point for **Disappointing**

*Any parent that does not wish their child to have Bonus Time off site, we have a suite of extra-curricular activities on site as well as supervised study. **Students preparing for examinations will be expected to attend booster sessions to support their examinations.

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.

Sanctions

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

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

- Verbal reprimand (x2 warning system)
- Removal of students to the Inclusion Centre
- Loss of social time at break and lunch in the Inclusion Centre
- Loss of Bonus Time on a Friday
- Break and lunchtime detentions at the discretion of the staff member for ‘time owed’, social time infringements and missed homework
- School based community service
- Isolation and onsite Virtual School
- Behaviour Support Plan including Parental meetings to discuss behaviour

- The use of passports for learning, contracts and behaviour reports to monitor persistent problems
- Removals and exclusions in the 'Inclusion room'
- 6-12 week packages for students at risk of permanent exclusion in our onsite Alternative Provision or through our city 'Cluster' schools.

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

Conduct in lessons

Students are expected to:

- Enter calmly, be seated, organise equipment, Progress Portfolio on desks and begin the Do it Now (DIN) task
- Sit silently whilst the register is taken, completing the DIN
- Listen in silence, their natural state, whilst the member of staff leading the lesson instructs.
- Raise their hand to ask a question without calling out
- Answer and speak only when directed
- Work diligently without disrupting the learning of others.

If a student fails to meet any of these simple expectations, their name will be written on the whiteboard by way of a formal warning and the member of staff leading the lesson will briefly explain to the student why their name has been written on the board. The second time, during a lesson, that a student fails to meet these expectations, they will be given a final warning. The third time will result in the on-call procedure commencing and resulting in a removal to the Inclusion Centre.

If a student is sent to the Inclusion Centre after 2 warnings, the member of staff who sent the student will meet with the student before the end of the day (whenever possible but before students return to lessons) for a 'Restorative Conversation' where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson.

UTC Etiquette

During transitions between lessons (going from one lesson to another), including before and after breaks, students will act appropriately; that means no running through the corridors or loitering in corridors. To avoid congestion, we say to all students 'Keep LEFT. Inside Voices'.

It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequences. During social times students are expected to do the following:

- To sit/stand with their friends before school, break, lunch and after school in the designated duty areas of the school.
- Food is to be eaten in the designated areas only. Staff and students are expected to be seated whilst eating.

Mobile Communication Devices (Phones)

We operate a mobile phone free site. For the following reasons:

- Students spend too much time on mobile devices and need to be supported to find other ways of entertainment
- We explicitly focus on oracy and communication skills as the most needed life skill necessary for future employment
- We actively support students to have conversations and take part in the whole school community
- Mobile phones cause distractions in and out of lessons often being the cause of a whole host of social issues

These devices are not banned from school as we recognise that they may be needed for the journey to and from school each day. Having arrived on the school premises however, all phones and devices will need to be handed in to mentors or to Reception if they are late.

If a student refuses to hand their phone over, they will be sent to the Inclusion Centre for a minimum period of one working day.

Refusal to go to the Inclusion Centre will result in a one-day fixed term exclusion with a day in the Inclusion Centre completed upon their re-admittance to the school.

Smoking/Vaping

No student will smoke on the UTC Plymouth grounds or when dressed in the uniform of our school. If a student smokes or chooses to associate with smokers, the consequences will be as outlined below:

Smoking paraphernalia / e-cigarettes / associated items / associating with smokers or being found in the possession of smoking paraphernalia, may lead to a period of internal exclusion in the Inclusion Centre or a fixed term exclusion. Refusal to hand over smoking paraphernalia when asked by the Headteacher (or designated member of staff) may lead up to a five day, fixed term exclusion. All tobacco and related paraphernalia will be destroyed [Note: 'Smoking' is defined to include any tobacco-based products and also e-cigarettes and vaping products]

The journey to and from school

Students are expected to demonstrate high standards of professional and respectful conduct on

the journey to and from school as each person is an ambassador for our school. We expect the very best of behaviour and conduct.

Students are expected to:

- Arrive at school and leave school in full uniform
- Dispose of litter properly
- To respect our neighbours and all local residents
- Always wear a cycle helmet if cycling

Students who have an Educational Health Care Plan:

Students who have an Educational Health Care Plan or identified additional need (s) will also be expected to follow the behaviour policy. However, reasonable adjustments will be made for some individuals. Advice from the school's Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate, will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of the Pen-Portrait or any other formal supportive documents.

Staff can refer to the SEND Team using the schools Graduated Approach. Some students may need an amended approach in order to break down their individual barrier to learning and understanding.

Recording and Reporting

All behaviour 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.

Escalation Process

As a last resort, students not demonstrating the core values will be removed from the lesson by our 'On Call' system and placed in the Inclusion Centre. They will have access to a reflection sheet to consider their behaviour and how to move forward, making more positive decisions. They will complete curriculum work independently. Every student removed will receive a score of 1 on their ELPS and a member of the inclusion team will make contact with the parent of the student via email with the removing teacher/ RSL/ PL and Mentor copied in.

For repeat instances of removals by a certain teacher, the Inclusion Manager will organise a restorative meeting between all relevant parties as well as potentially observing the lesson in question. Students who repeatedly receive widespread removals/ exclusions may also be booked into our Alternate Provision for a bespoke amount of time depending on the context at that given time and the discretion of SLT.

Action	Consequence
Failed warning system (x2 warnings)	On call. ELPs 1 Sent to Inclusion Centre
Serious incident 2 x on-call removals from lesson in one day Removed from the Inclusion Centre	Internal Exclusion or a Fixed term exclusion

The Inclusion Centre

The rationale of this middle layer of support is to add an intervention for students in order to avoid FTEs. At UTC Plymouth, we pride ourselves in being inclusive and supportive of a child’s individual needs. However we need to have a combination of punitive and restorative support. This internal AP will ensure that strategic links are made to triangulate Behavioural, Academic, Attendance, Social, Emotional and Mental Health Needs. The Inclusion Centre will be led by a team of experts and will serve a number of different functions.

There are a number of things that will happen once a student has been sent/allocated to the Inclusion Centre.

- The student, with Inclusion Centre staff, will complete relevant paperwork
- The student will complete a reflection sheet
- The student is then given work to complete based on the Inclusion curriculum linked to their current units of study

Alternate Provision

From September, UTC Plymouth will also have its own Alternative Provision led by a team of expert staff with the purpose of providing alternative education, on bespoke packages, for those who have consistently struggled to adhere to our behaviour policy. The aim of this is to reduce external exclusions as well as Permanent Exclusion as well as also lowering the amount of need for reduced timetables.

Once admitted to AP, students will complete their normal studies virtually as well as having intervention in core topics from the team. Whilst all plans are bespoke to the child’s situation at the time, the following is a rough outline of the order in which events will take place:

1. The inclusion manager is informed by a member of SLT that a student is required to attend AP and for how long.
2. Students begin an initial consultation phase, led by the Inclusion Manager, where students will also have the opportunity to talk about what has gone wrong and what has gone well as well as RAG rating their lessons which will become the foundation of a plan to aid reintegration back into general circulation.
3. Students begin to attend their Green, RAG rated lessons and may use some of their

other time to do something aspirational such as working with the site team/ educational trips dependent on behaviour.

4. Students will begin to attend their Amber, RAG rated lessons and may also start to receive some social time, again, depending on behaviour.
5. Finally, full circulation will take place after a review period involving key stakeholders such as SLT/ Heads of Year/ SENCO/DSL along with the child and their Parent(s). Whilst being back in full circulation, certain students will have an AP card which can be used when lessons get too much but these will be handed out on a case by case basis and require approval from the Inclusion Manager/ SLT.

For KS4 students there will also be a conversation with parents/ RSL's regarding whether students out of circulation for a longer period of time should cut their optional/ non assessed subjects from their learning in order to focus on gaining positive grades in their core topics.

Restorative Conversation Process

- Parents will be contacted by a member of the inclusion team at the earliest possible time to inform them that their child has been removed/isolated (dependent on circumstance).
- The Pastoral Lead, Mentor and RSL will be blind copied into the correspondence to parents. However, the member of staff who removed the student will be copied in so if the parent wishes to open up communication about the removal they will have the opportunity to do so.
- A member of the Inclusion team will then hold a restorative conversation with the student based on their reflection sheet and will escalate this to include members of staff if trends are noticed.
- The Inclusion Manager will monitor data patterns and will be using this to coordinate restorative meetings between students, teachers, pastoral leads, parents, RSLs and SLT if required.

Rewards

At UTC Plymouth we believe in a praise culture where good behaviour, 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.

Every half-term there will be an afternoon reward session for students who have:

- Top 5 ELPS scores across each year group
- 100% attendance
- Punctuality

Wholeschool rewards will include amongst other things:

- Plymouth life centre reward trip
- 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

Fixed Term Exclusions

At UTC Plymouth, we believe that learning is the most important reason for being in school and that the opportunity to learn must be protected at all times. An exclusion from school may therefore be necessary in order to protect the learning opportunity of others. Any decision to exclude for either a fixed-term or, in rare cases, permanently, is not taken lightly. **Reasonable adjustments are considered before a Child In Care or a child with an EHCP receives an exclusion. The DSL / Designated Teacher are consulted and their advice sought before a decision is made.** The following offers a more detailed outline of how the process works:

The decision to exclude is made solely by the Headteacher or the Deputy Headteacher acting on their behalf.

There are six circumstances where a student may be required to leave the School site with the authorisation of the Headteacher:

1. Where a decision has been made to exclude.
2. Where a student has committed a serious criminal offence outside the jurisdiction of the School and it is determined by the Headteacher that it is in the interests of the community for the student to be educated offsite. This is not an exclusion.
3. Where, for medical reasons, the presence of a student represents a serious risk to the health or safety of other students or staff. This is not an exclusion.
4. If a student is given permission by the Headteacher to leave the premises briefly to remedy a breach of the School rules i.e. appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not an exclusion but an authorised absence.
5. Where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be screened. In this circumstance, the student can be refused entry. This is not an exclusion but an unauthorised absence in the first instance and could lead to exclusion following a full investigation.

6. If the student poses a risk to themselves or others.

Fixed Term Exclusion Criteria

The decision to exclude a student for a fixed-term may be taken in response to breaches of the school's Behaviour Policy.

Examples of behaviour that **may** lead to a fixed-term exclusion include the following:

- Verbal abuse of staff or students (inc racial/homophobic/disability).
- Physical abuse of staff or students.
- Indecent behaviour.
- Damage to property.
- Misuse of illegal drugs or other substances.
- Theft.
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Carrying and / or supplying an illegal substance.
- Carrying an offensive weapon* or a banned item.
- Arson.
- Persistent poor behaviour contrary to acceptable behaviour outlined in the School's Behaviour Policy.
- Smoking/vaping.
- Bullying, including cyber-bullying.

(* a weapon is defined as any item made or adapted for causing injury)

This is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that exclusion is an appropriate sanction. Where a student is suspected of carrying an offensive weapon or misusing / carrying / supplying an illegal substance or being part of a group involved in such activity, but the evidence is not sufficient they will be given the benefit of the doubt on the first occasion. If there is a repeat of such concern they will run the risk of exclusion.

The Headteacher may exclude a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year.

For an exclusion that is permanent or would mean a student being excluded for more than 15 school days in a term, missing 10 lunchtimes or missing a public exam, the Headteacher must without delay notify the following by email:

- The Clerk to the Local Governing Body (LGB), copied to the Chair of the LGB and Chair of the Board of Trustees, giving the duration of and reasons for the exclusion; and the requirements for the LGB to consider the exclusion.

- The LA, giving the duration of and reasons for the exclusion; and for a permanent exclusion, the student's home LA if different.

For an exclusion that does not bring the total to more than 15 school days in a term and the parent has made representations, the Headteacher must without delay notify by email the Clerk to the LGB copied to the Chair of the LGB.

During a fixed term exclusion of 5 or fewer days, work will be set by the School for the student to complete at home. This work should be returned, completed, at the end of the exclusion for marking.

For an exclusion of longer than 5 days, the School will arrange full time educational provision from the sixth day of exclusion.

Before the end of any fixed-term exclusion, parents/carers will be invited to attend a reintegration meeting at the school with their son/daughter in full school uniform. The purpose of the meeting is to ensure that the student understands the reason for the exclusion and is committed to preventing the behaviour that led to the exclusion from being repeated. The School will consider all further support needed to help the student, including referral to external agencies as well as a package in our alternative provision if appropriate.

During the first five days of any exclusion, the parents of an excluded student must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.

Whilst each exclusion is treated on its own merit, we do operate a tariff for exclusions in most cases. A first exclusion is likely to be for a period of 1 or 2 days. The number of days will increase if a student receives further exclusions. Once a student has received four exclusions the length of the exclusion is likely to be for 4 days and the reinstatement meeting will be with the Senior Teacher. Such a student is deemed to be in serious danger of permanent exclusion. **A fifth exclusion would normally be for a period of 5 days and would bring with it a final warning from the Headteacher who will lead the reintegration meeting.** This means that a further exclusion would be permanent. There are of course exceptions to this process depending on the nature and seriousness of the incident for which the student is being excluded.

Permanent Exclusion

Permanent exclusion is an extremely rare sanction at the School and always avoided wherever possible. The decision to permanently exclude is taken only:

1. in response to serious breaches of the School's behaviour policy and
2. if allowing the student to remain would seriously harm the education or welfare of that

student or others at the School.

A student may be permanently excluded where there have been repeated breaches of the behaviour policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the School has exhausted all available strategies for dealing with the student and is a last resort.

There may be exceptional circumstances where, in the judgement of the Headteacher, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another student or member of staff.
- b) Sexual abuse or assault.
- c) Serious bullying including cyber-bullying.
- d) Being in possession of an illegal substance and / or supplying an illegal substance.
- e) Carrying an offensive weapon.

Again, this is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

The School operates a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal substances.

Any student who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance on site will be permanently excluded. A student who is found in possession of these items on site also runs the risk of permanent exclusion.

Governors Exclusions Committee

The Governors have the responsibility for reviewing decisions made in relation to exclusions. The Exclusions Committee of the Governing Body will automatically review any exclusion which results in a student being excluded for more than 15 school days in any one term, and any permanent exclusion.

Parents/carers have the right to make representations to the governing body about a decision to exclude, and where an exclusion would mean a student being excluded for more than 5 school days in a term, they may request reinstatement of the student. The representations should be made in writing and should set out the question(s) which they wish the committee to consider.' See DfE Guidance (2017) for full details.

The Committee may decline to reinstate the student, or direct reinstatement of the student immediately or on a particular date.

The parent / carer will be informed of the committee's decision in writing, with reasons. If the exclusion is upheld, the parent /carer has the right to ask for a review by an Independent Review Panel - by writing to the Clerk to the LGB c/o the school within 15 school days.

Behaviour Outside the school gates

Our behaviour and inclusion policy covers behaviour not only within school but outside of school. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- Taking part in any school-organised or school-related activity, or travelling to or from school, or in some other way identifiable as a UTC student
- Could have repercussions for the orderly running of the school, or
- Poses a threat to another student or member of the public, or could adversely affect the reputation of the school.

VERSION CONTROL SHEET

POLICY NAME: Behaviour and Inclusion Policy

Policy Prepared by: Jo Ware

Document date	Filename	Mtg submitted	Summary of changes required
07/07/2022			