



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
- **speak** politely

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:

Certificates

Verbal praise

Commendations

Postcards/letters home

Recognition at celebration assemblies and events including Presentation Evening

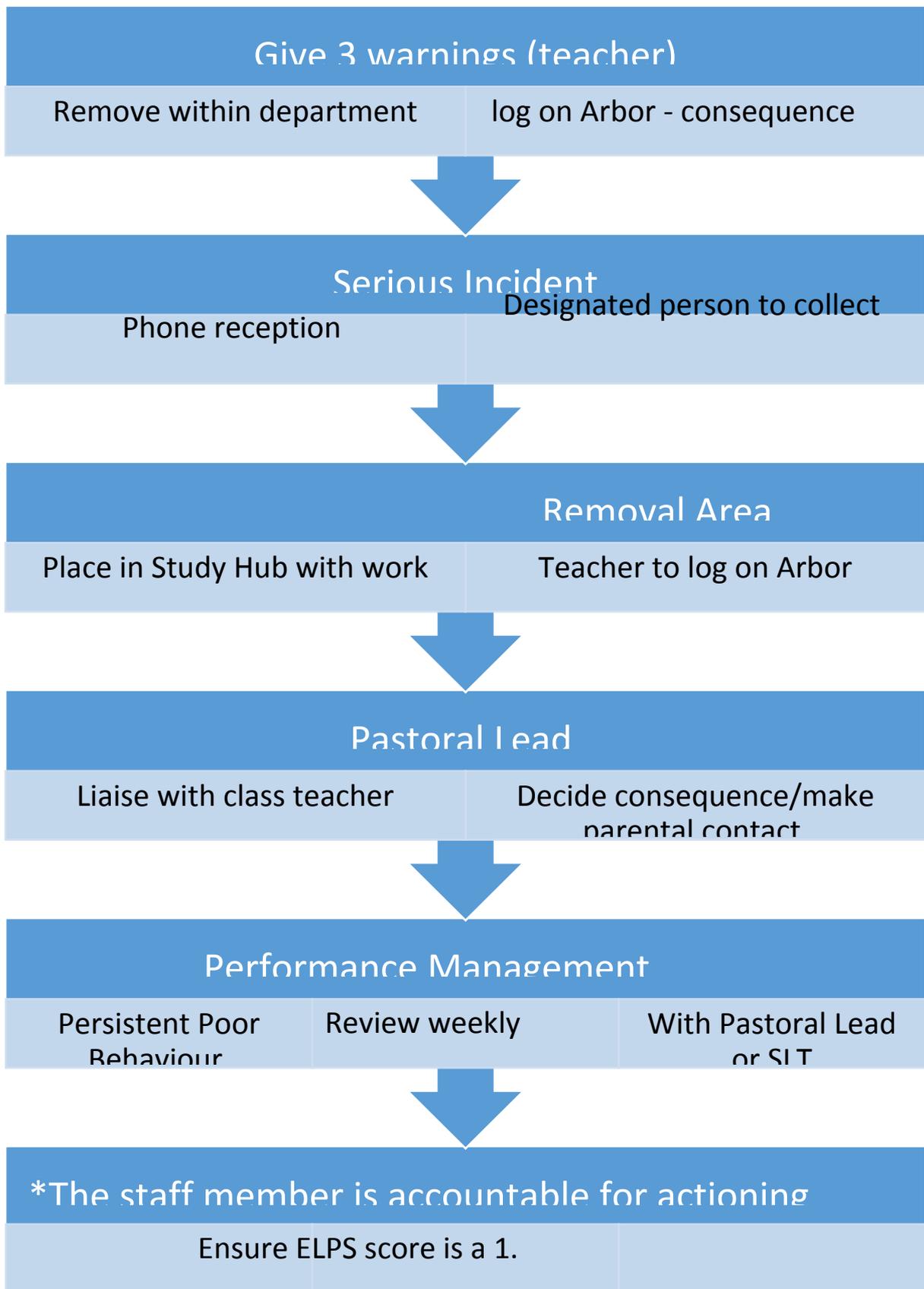
Visits and trips

Special privileges

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.



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

Loss of social time at break and lunch

Loss of participation in reward events

Loss of Golden Time on a Friday

School based community service

Isolation

Behaviour Support Plan

Parental meetings to discuss behaviour

The use of passports, contracts and behaviour reports to monitor persistent problems

Removal of students to another classroom

Fixed term exclusion

Permanent exclusion

Issue	Consequence
PROFESSIONAL	
Poor punctuality	Lose double the time (minutes late) at lunch If repeated, after school Parents contacted
Repeated Absence	Parents contacted Referral to EWO if medical evidence not given
Consistent Poor Appearance	Parent/guardian contacted Loss of Golden Time
No equipment twice in a week- Pencil case PPE *equipment checks in briefing EVERY day	Loss of lunch time that day Lost pencil cases to be charged for
DISCIPLINE	
Community offences	Dependent on each case but immediate loss of Golden Time pending investigation
Destruction of property	Community Service Loss of Golden Time

Smoking/vaping/phone misuse	Confiscate items and parents to collect Meeting to follow
RESPECT	
Rudeness to staff, peers, visitors	Dependent on severity Investigation
Bullying/racial/sexual (STOP)	Investigation/each case to be treated individually Safeguarding procedures followed Restorative meetings
Failing to attend Golden Time	Parental meeting and targets set Time to be doubled for the following week
Fighting or assault	Immediate isolation/investigation/parental involvement
DEDICATION	
Failing to complete college work to an acceptable standard	Attendance to catch-up and/or Golden Time
Choosing to continuously break college ethos	Loss of Golden Time Behaviour Performance Management meeting with Principal or VP
RESILIENCE	
Incomplete work/deliberate, poor effort	Attendance to catch-up sessions and/or loss of Golden Time
Failing to complete homework to an acceptable standard	Loss of Golden Time Parental contact if consistent

NB Students will be placed on 'Performance Management' with VPs or Principal if deemed necessary. This will be in one of the following areas: attendance/punctuality or behaviour/attitude or standards/expectations. This will be recorded on ARBOR

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.

Detentions

Section 5 of the Education Act 1997 gives schools authority to detain pupils after the end of a school session on disciplinary grounds. A student can be detained up to 15 minutes after school on the same day without parental notification. When a student is placed on an after-school detention for more than 15 minutes there will be a reasonable attempt made to contact home to confirm this is taking place.

We will endeavour to try to parents/carers directly via telephone or email but understand that this is not always possible for a variety of reasons. If the day/time is difficult, parents/carers are asked to contact the class teacher via email or the College Reception to provide an alternative day. Please note that this must be within three working days of the original detention date.

Although not legally required to do so, we consider it good practice to ensure that detentions are acknowledged by parents/carers. Failure on behalf of the parent/carer to acknowledge the detention will still result in the detention taking place.

VERSION CONTROL SHEET

POLICY NAME: Behaviour for Learning

Policy Prepared by: Jo Ware

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May 2019			Policy created
May 2019			Updates made - SW

