



Aylesbury

UTC

Merchant Taylors' Oxfordshire Academy Trust

Aylesbury University Technical College

Behaviour for Learning Policy

Interim Policy in place from November 2021 until further notice

Responsible Officer:

Date:

Review date:

Available at:

Authorised by:

Principal

November 2021

August 2022

Website 'About Us' / Parent Portal

Governing Board / Interim Executive
Board Representative

BEHAVIOUR FOR LEARNING POLICY

1. INTRODUCTION

Aylesbury UTC actively promotes positive behaviour towards developing rounded individuals who can integrate with society anywhere in the world, empathising with other cultures and demonstrating high levels of social responsibility. It is important that all people feel safe, happy, accepted and integrated and that a structured framework exists within which effective learning and teaching can take place.

Aylesbury UTC holds an important position in the wider community educating the young workforce of tomorrow in a way which will ensure that they take a professional, positive and proactive role within their community in the future. We aim to create a culture of team players with 'can do' attitudes and working towards a shared common goal.

The main principle underlying our behaviour policy is to instil in our students the idea that they must take responsibility for their behaviour: they have choices to make and there will be positive and negative consequences as a result. This is achieved through having consistent approaches to rewarding good behaviour and applying a robust sequence of sanctions for those whose behaviour falls short of the high standards we expect of the students at Aylesbury UTC. A major part of this is our 'Professional Expectations' document, which is shared regularly with students, staff and parents.

The creation of a secure, safe and caring environment is the responsibility of everyone within the UTC community: students, staff and parents/carers. Everyone is of equal value and is to be treated with respect accordingly, regardless of gender, sexuality, disability, cultural, racial, religious or family background. All students are given the opportunity to explore a wide range of issues, raise their own awareness of social problems, attitudes and prejudices and show tolerance for others. Bullying and abuse of any kind, of any member of the UTC community, by any member of the UTC community, will not be tolerated. Safeguarding procedures will be instigated where appropriate.

2. AIMS AND OBJECTIVES

The aim of this Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour.

Aylesbury UTC works with six values that are embedded in everything that happens within the school.

1. Mutual respect in all that we do
2. Can do attitude
3. Goal driven one team approach
4. Integrity, honesty and openness
5. Valuing difference
6. Exceeding expectations

Great emphasis is placed on:

- Good relationships throughout the UTC community
- Resolving conflict through use of restorative practices
- Promoting self-discipline and regard for authority
- Respect for the feelings, views and values of others. All students are given the opportunity to explore a wide range of issues, raise their own awareness of social problems, attitudes and prejudices and show tolerance for others
- Respect for the environment, the buildings, grounds, displays of work and the way in which we present ourselves
- The highest standards of behaviour and dress immediately outside the UTC, at any UTC event, whether at the UTC or elsewhere; on the way to and from the UTC and at any time whilst in uniform.

3. IMPLEMENTATION

3.1 Roles and Responsibilities:

Governors

- agree the UTC's ethos, purpose and values on which the policy is based and model good behaviour to other members of the community
- review, amend and approve the Behaviour for Learning Policy annually through the Teaching and Learning Committee
- monitor the impact of the Behaviour for Learning Policy in maintaining good behaviour.

Staff

- have been consulted about the principles and values on which the policy is based and have collaborated about the Professional Expectations of Aylesbury UTC
- are expected to uphold the policy and its principles consistently and fairly
- model good behaviour to other members of the community
- follow the UTC's Teaching and Learning Policy to promote engagement in learning and minimising opportunities for poor behaviour (see also Teaching and Learning Policy).

Students

- are expected to familiarise themselves with the Professional Expectations of Aylesbury UTC
- are expected to uphold the policy and its principles
- model good behaviour to other members of the community.
- engage in the restorative process when they have displayed poor learning behaviours.
- exceeding expectations in all that they do will become second nature to them.

Parents/Carers

- are expected to familiarise themselves with the Professional Expectations of Aylesbury UTC
- work in partnership with the UTC by supporting staff in the maintenance of high standards of behaviour both inside the UTC and within its community
- model good behaviour to other members of the community
- support excellent attendance of their child
- commit to the UTC's Code of Conduct and Home UTC agreement, signed on entry to the UTC
- contact the UTC, following the appropriate procedural channels, if they have a concern regarding their child.

3.2 Professional Expectations

The following is a document shared with staff, students, parents and the governing board and applies from 8th November 2021.

PROFESSIONAL EXPECTATIONS



Thank you for...

Time



Being on time to school and to lessons

Using lesson time for learning

Using breaks for food, drink, filling bottles and visiting the toilet

People



Being respectful towards others - verbal, physical, virtual

Being polite to others - please, thank you, names

Always using professional language

Following instructions from adults

Lessons



Staying seated, where you are asked to

Bringing required equipment

Carefully using equipment for its intended purpose only

Focusing on your learning

Facilities



Looking after the building and resources

Using the bins for litter

Only eating & drinking in designated areas

Personal



Wearing clothes that fit our uniform policy

Using a mobile phone/earphones only during breaks or when asked

Eating/drinking appropriately - no gum, energy drinks or excessive sugar

Using a water bottle

Not using prohibited items or bringing them to school

3.3 Rewards and Sanctions

Rewarding a Positive Attitude to Learning It is important to acknowledge good achievement, positive behaviour and regular attendance – rewards are much more effective than sanctions in motivating students:

- The UTC has a reward system. There is a wide range of ways of rewarding students, illustrated below.
- Staff can reward students with success points (S-Points).
- Success points are issued when students display behaviours consistent with the UTC values.

Rewards
Success-Points
Postcard home
Phone call home
Email home
Written Letter home
'Student of the Week'
'Students of the Term'
Sponsor Prizes
Trips

Sanctions
Lunch Detention or On-site
'Remove' - work outside of lesson
After School Detention
Contact home
Parent Meeting
Written Warning
Suspension

Code of Conduct

This sets out explicit standards of acceptable behaviour and attendance and promotes positive behaviour.

It includes guidelines relating to:

- self-respect
- respect for others
- respect for learning
- respect for the environment.

It lists examples of behaviours that are not tolerated within the UTC community [and by inference some would attract serious sanctions including exclusion]. All students must sign and return the 'IT Acceptable Use Policy' at the start of each year.

Anti-bullying and Racism

Bullying is behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text message, social media or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Racism, which is prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior, or any other type of intolerance of difference will be investigated by staff and if designated as such will be treated as 'Serious Incidents' and sanctioned accordingly. These may lead to consideration under child protection procedures. (See Anti Bullying Policy and Procedure)

Sanctioning a Poor Commitment to Learning

It is important to set clear boundaries for students and follow the UTC's procedure – Success Points and Consequence - when students fail to meet the Professional Expectations. Problems with work, attitude or behaviour are recorded as Consequences and a range of sanctions apply.

- The UTC has a sanction procedure.
- Staff will use the Consequence system.
- Attitude for Learning (AfL) codes provide another opportunity for staff raise awareness of poor attitude to learning.

Sanctions – the Consequences for Unacceptable Conduct

The most effective strategies for behaviour management are comments giving positive correction in an assertive manner. If a student fails to make the right choices regarding their behaviour then it may be necessary to impose a sanction.

Disciplinary penalties have three main purposes, namely to:

- Impress on the perpetrator that what he or she has done is unacceptable.
- Deter the student from repeating that behaviour.
- Signal to other students that the behaviour is unacceptable and deter them from doing it.

At all times it should be made clear to the student that it is his or her behaviour that is being condemned and not the person. The UTC will use restorative justice to support improving behaviour.

There are a range of actions that can be applied to improve behaviour and also the responses/sanctions at the levels of:

- Subject teacher/support staff member

- Form Tutor
- Head of Department • Senior Leadership Team.

Rewards and Sanctions are ordered in a hierarchical system. There are informal 'non- recorded' rewards such as individual praise, praise at whole school briefings, e-postcards; sanctions can be shorter detentions, detentions or restorative actions. Formal rewards and sanctions are recorded as student success or consequence points and again are applied related to the quality/severity of the behaviours.

Behaviour in Lessons

As specified in our Professional Expectations document, students are expected to focus on their learning during lesson time. If there is low level inappropriate behaviour, the following procedure will be applied where possible:

Lessons - Low-level Inappropriate		'Remove' Room - Duty staff logs student on system - Student logs on to computer- Student works in silence; work suggested by duty staff or online revision - Student cannot use mobile phone / earphones - Duty staff decides if student should attend next lesson - Parent receives an email home at the end of the day
Stage	Immediate Step	
1	Verbal request to change	
2	Asked to move seat OR Second verbal request	
3	Asked to leave room for short conversation before	
4	'On-call' staff removes student work elsewhere	

If a student behaves inappropriately in Remove:	
5a	Duty staff can phone home to explain the inappropriate decisions taken so far and ask parent to convince student to make a better decision
5b	Student continues to work in Remove until they do so sensibly or Student is suspended if absolutely necessary

Note: For serious misconduct and particularly where there is direct verbal or physical abuse, it may be appropriate for the member of staff to move immediately to stage 4 rather than move through previous stages.

Suspensions / Exclusions

Internal Isolation – students can be internally excluded by SLT for a period of time in the school day. The student will be provided with the opportunity to complete their learning during this period, which may be with or without staff support.

Suspension (fixed period) – students can be externally suspended by the Principal for more serious breaches of the UTC’s behaviour policy: demonstrating persistent disruptive behaviour; a single ‘Serious Incident’ or where allowing the student to remain in the UTC would seriously harm the education or welfare of the student or others in the UTC.

Examples of ‘Serious Incidents’ fall under the following categories:

- Violence to students, staff or visitors
- Theft of property
- Vandalism/damage to property including misuse of ICT facilities,
- Extreme lesson disruption
- Threats to students, staff or visitors
- Verbal abuse to students, staff or visitors
- Racial or sexual harassment/sexual misconduct
- Discrimination of any form
- Bullying or harassment (including cyber-bullying)
- Possession of alcohol/illegal drug possession/use, possession of legal drugs (see *below)
- Possession of weapons (see **below)
- Smoking
- Acts of behaviour that could endanger the health and safety of others
- Similar offences that take place outside of Aylesbury UTC, bringing the establishment into disrepute or for which a student is arrested and charged This is not an exhaustive list.

Drug Definition

*A drug is a substance, legal or illegal that can alter the way the mind or body works. Therefore this policy will include alcohol, tobacco products, vaping products, caffeine, solvents and other volatile substances, over the counter drugs and medicines, prescribed medicines including tranquillisers and painkillers and illegal drugs.

The above is not an exhaustive list: exclusion decisions are up to the discretion of the Principal or Assistant Principal in the Principal’s absence.

Suspension can be for a fixed number of days (up to a maximum of 45 school days in a year). During the first five days of any exclusion work will be set and the student will be required to be kept at home and not be in a public place. From the sixth day onwards of the suspension the UTC will make alternative arrangements for education which may entail alternative educational provision such as Aspire/Aylesbury Vale Blueprint.

A repeated pattern of ‘serious incidents’ which lead to fixed term suspensions (e.g. possession or use of an illegal drug on a second occasion) can lead to permanent exclusion.

Weapons Definition

**It should also be noted that it is a criminal act for students to bring a knife or other offensive weapon into school and such behaviour would normally result in permanent exclusion, even for a first or one off offence.

Although the law does not classify carrying a pen knife with a blade of less than three inches as carrying an offensive weapon, for the purposes of this policy Governors will regard a student

carrying any knife, including a pen knife or other knife with a blade of less than three inches, as carrying an offensive weapon when deciding to take a decision to permanently exclude.

Permanent Exclusion

Students will be excluded permanently:

- a) In response to serious and/or repeated breaches of the UTC's behaviour policy (see 'Serious Incidents' list above).
- b) If allowing the student to remain in the UTC would seriously harm the education or welfare of the student or others in the UTC, including staff.

Only the Principal can permanently exclude a student. The decision to exclude permanently will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences. However, there will be exceptional circumstances where, in the Principals' judgement it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse, sexual harassment, use of indecent and highly inappropriate language or material (including electronic) and/or assault against another student or member of staff
- Use or supply of an illegal drug
- Carrying an offensive weapon (see Appendix 1)
- Serious misuse or damage to school property
- Serious disrespect towards staff
- Repeated pattern of behaviour that has led to fixed term exclusions

3.4 Student Support Systems

Recording Rewards and Sanctions

There is a recording system in place in the UTC to support the implementation of this policy in terms of rewards and sanctions.

The UTC also operates a restorative justice system regarding supporting students who are having difficulty in making the correct choices in terms of work or behaviour.

These range from meetings between affected parties, mediation, mentoring, subject specific support, targeted support to the involvement of external agencies. Decisions to involve outside agencies will be made with parental consultation unless (age appropriate) student confidentiality dictates otherwise. (See Confidentiality Policy). Any communication with parents, about the involvement of outside agencies, will, in the first instance, be made by Assistant Principals.

After School Detentions

The UTC has a legal power to arrange detention for students aged under 18.

We inform students and parents that we use detention as a sanction. Where detention is outside school hours we will aim to give parents/carers 24hrs notice, minimum, in writing, usually by email.

The UTC will act reasonably when imposing a detention as with any disciplinary penalty and should consider whether suitable travel arrangements can be made by the parent for the pupil. However, inconvenience is not a reason for lack of attendance.

Parental consent is not required for such detentions.

Power of Search

Outer Clothing

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

The person conducting the search cannot require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. 'Outer clothing' includes hats, shoes, boots, gloves and scarves.

Possessions

'Possessions' means any goods over which the student has or appears to have control. This includes lockers and bags. A student's possessions can only be searched in the presence of the student and another member of staff.

Electronic Devices including mobile phones – staff have the right to search, seize and retain student's electronic devices if we have reason to believe that inappropriate material is contained in files there. In the case of retention of a device this could be for evidential purposes both in terms of infringement of UTC rules or in police matters. Please refer to the Mobile Devices Policy for further information regarding the confiscation and return of mobile phones.

Lockers - Under common law powers, schools are able to search lockers for any item they believe may be inside. Schools can also make it a condition of having a locker that the student consents to have it searched for any item whether or not the student is present. Aylesbury UTC locker rental conditions stipulate this.

Power to Use Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. "All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom." (From 'Ensuring Good Behaviour in Schools: Use of Reasonable Force.' Department for Education August 2011.) Staff should then intervene only if this behaviour will result in imminent danger to that student or others [this is the primary concern and not damage to school property]. If a student threatens another student with violence then physical control or restraint may not be the appropriate first course of action; staff must have good grounds for believing that the aggressor will actually harm himself or others. It is always unlawful to use force as a punishment. Reasonable adjustments will be made for students with SEN.

The term 'use of force' covers a broad range of strategies that involve a degree of physical power to prevent students from hurting themselves or others, damaging property or causing disorder. The range stretches from leading a student to safety by the hand or arm, ushering a student away by placing a hand in the centre of the back or standing between students to block the path through to extreme circumstances where a student needs to be restrained to prevent violence or injury such as in a fight between students where physical intervention is needed to separate them.

There is no legal definition of 'reasonable force' therefore the expectation is that the force used in restraining a student should be both appropriate to the circumstances and reasonable in degree. It is important to understand that any force used should always be the minimum needed to achieve the desired result.

Involvement of Police

If a situation arises that requires the involvement of the police or other external agencies, examples of incidents are: theft, cyber-bullying, possession of, or sharing of, inappropriate materials, e-materials, inappropriate use of social media, possession of a substance or item which may be illegal or harmful; this will be sanctioned by an approved member of SLT.

Involvement of other External Agencies

External agencies which the UTC could contact may include: Aspire/Aylesbury Vale Blueprint., Aylesbury Young Carers, CAMHS, Social Care, and Safeguarding in Education etc. Parents/carers have a right to be present at many types of interview with external agency personnel, but not all.

4. MONITORING AND EVALUATION

- Behaviour and achievement reports will be monitored on a weekly basis by form tutors so that they can monitor students and follow the rewards and sanctions processes as appropriate
- SLT members will also discuss behaviour and achievement reports and actions taken in line management meetings
- Likewise, form tutors will discuss students causing concerns in their line management meetings / staff meetings but must have communicated any actions, particularly sanctions at departmental level
- Rewards and sanctions reports will also be monitored at SLT meetings at least termly
- Reports of exclusions are submitted to the full Governing Board and also the Governing Boards Teaching and Learning committee when they meet
- Results of these monitoring systems will inform the UTC Development Plan, as appropriate each year

5. APPEALS PROCEDURE

Aylesbury UTC operates an appeals procedure. Appeals should be addressed to the appropriate member of staff in the first instance at the following address:

Aylesbury UTC, Oxford Road, Aylesbury, HP21 8PB

Suspensions - for an External suspension (fixed period) up to 5 days there is no appeal procedure but concerns can be addressed to the Principal. For a fixed term External Suspension of more than 5 days appeals should be made to the Clerk to the Governing Board and will be dealt with through the Appeals Procedure.

A decision to exclude a student permanently shall be subject to a right of appeal to the Governing Board and the meeting will take place regardless of the parents/carers decision to appeal.

If parents/guardians wish to make representations to the Governing Board and wish to be accompanied by a friend or representative, they should contact the Clerk to the Governing Board, Tracy Brown at tracy.brown@judicium.com Parents/guardians will, whether they chose to make representations or not, be notified by the Clerk to the governing Board of the time, date and location of the meeting.