Aylesbury UTC

BEHAVIOUR FOR LEARNING POLICY

November 2024

AUTC Local Governing Body

Version Control	
Policy	Behaviour for Learning Policy
SLT	JD
Reference	MTOAT_AUTC Behaviour for Learning Policy_Mar2025_FinalApproved
Committee	AUTC Local Governing Body
Circulation	Website
Status	Approved
Version	Nov 2024: Updated by JD with reference to the School Bus template
Governing body approved	AUTC FGB: 25/11/24
Review cycle	Annually

Contents

1. Introduction

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

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-UTC approach to maintaining high standards of behaviour that reflect the values of the UTC.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

3. Legislation, Statutory Requirements and Statutory Guidance

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

- **Behaviour and discipline in schools: advice for headteachers and school staff, 2024**
- **Searching, screening and confiscation: advice for schools 2022**

- **The Equality Act 2010**
- **Keeping Children Safe in Education**
- **Exclusion from maintained schools, academies and student referral units in England 2017**
- **Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022**
- **Use of reasonable force in schools**
- **Supporting students with medical conditions at school**

It is also based on the **Special Educational Needs and Disability (SEND) Code of Practice.**

In addition, this policy is based on:

- Section 175 of the **Education Act 2002**, which outlines a school's duty to safeguard and promote the welfare of its students.
- Sections 88 to 94 of the **Education and Inspections Act 2006**, which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property.
- **DfE guidance** explaining that maintained schools must publish their behaviour policy online.

4. Positive Behaviour

This policy reflects the fact that positive behaviour, in accordance with acceptable standards, is central to the ethos and values of the UTC. We acknowledge that parents and members of staff play an equally important role in teaching and modelling good behaviour.

Positive behaviour, respect of feelings and property of others build the foundation for creating a positive learning environment where students can reach their full potential. We promote good relationships between staff and children, set high expectations, use strategies to encourage good behaviour and create a welcoming classroom environment for everyone.

We believe that:

- Positive behaviour is an essential condition for effective teaching and learning.
- Students and staff have the right to learn and teach in a safe, friendly and fair environment.
- All members in our school community must be treated with respect and fairness.
- Providing opportunities where each individual can flourish and develop in safety is non-negotiable.
- Emphasising potential, rewarding success and giving praise for effort and achievements are at the core of our values and ethos.

- It is important to have appropriate consequences which are fair and applied consistently when standards are not maintained.
- Parents and carers should work with the school to foster positive attitudes and behaviours.

5. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the UTC rules.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments.
  - Sexual jokes or taunting.
  - Physical behaviour like interfering with clothes.
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism
- Theft
- Fighting
- Assault
- Verbal intimidation
- Smoking
- Swearing at members of staff.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items - these are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers, vapes
  - Fireworks
  - Pornographic images

o Any article a staff member 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 student).

This is not an exhaustive list.

6. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

How to deal with bullying and who to tell

Students should take the following steps:

- If you feel able to, then let the perpetrator know that they do not like what is happening to them and ask them to stop;
- If the bullying does not stop, tell someone in UTC who will initiate action to sort out the problem. This will often be their form tutor, any teacher or any member of staff.

If bullying behaviour is witnessed by our students, as part of taking on the role as defender, we ask that they too report their concerns. However, we emphasise that students must not use physicality or verbal abuse to try and resolve a matter.

If parents or carers have concerns regarding bullying behaviour we ask that this is reported to their Form Tutor or Pastoral Team. This will be logged and the matter will be investigated.

What any adult – teacher, support staff, parent – who has been told about bullying should do

Go to, phone or email the student's Form Tutor or Assistant Principal (Pastoral). If a parent does not know who the appropriate member of staff is, they should contact school and the Receptionist will advise them.

Who should investigate?

In the first instance, we would expect the student's form tutor to discuss any issues with their tutees and suggest possible solutions. If this is ineffective or the form tutor believes he/she needs help in resolving an issue he/she will email Assistant Principal (Pastoral). An investigation into a complaint of bullying will be carried out in most cases by one of the Pastoral Team.

The need for gathering evidence

If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened.

How we deal with incidents that cross the inside/outside UTC boundaries

Where incidents that happen outside UTC are clearly having a detrimental effect on the life of a student in UTC we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

7. Roles and Responsibilities

7.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1).
- Reviewing this behaviour policy in conjunction with the Principal.
- Monitoring the policy's effectiveness.
- Holding the Principal to account for its implementation.

7.2 The Principal

The Principal is responsible for:

- Reviewing this policy in conjunction with the governing board.

- Giving due consideration to the UTC's statement of behaviour principles (Appendix 1).
- Approving this policy.
- Ensuring that the UTC environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring that the policy is implemented by staff consistently with all groups of students.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the UTC's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

7.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Implementing the behaviour policy consistently.
- Communicating the UTC's expectations, routines, values and standards through teaching. behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Considering their own behaviour on the UTC culture and how they can uphold UTC rules and expectations.
- Recording behaviour incidents promptly.
- Challenging students to meet the UTC's expectations.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

7.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the UTC's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the UTC's behaviour policy.

- Inform the UTC of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Raise any concerns about the management of behaviour with the UTC directly, whilst continuing to work in partnership with the UTC.

The UTC will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the UTC's policy, and working in collaboration with them to tackle behavioural issues.

7.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at the UTC.
- That they have a duty to follow the behaviour policy.
- The UTC's key rules and routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard.
- The pastoral support that is available to them to help them meet the behavioural standards.

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Students will be supported to develop an understanding of the UTC's behaviour policy and wider culture. Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for students who are mid-phase arrivals.

8. UTC Behaviour Curriculum

Students are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all students to learn.
- Move quietly around the UTC.
- Treat the UTC buildings and UTC property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the UTC into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

9. Responding to Behaviour

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the UTC.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Continually share a re-iterate the behaviour curriculum or their own classroom rules.
- Develop a positive relationship with students, which may include:
- Greeting students in the morning/at the start of lessons/end of lessons.
- Establishing clear and explicit routines.
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.

9.2 Safeguarding

The UTC recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

9.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the UTC's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the UTC's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal Praise.
- Communicating praise to parents via UTC MIS

- Certificates, reward assemblies or events.
- Positions of responsibility, such as prefect status, member of student executive board or council.

9.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The UTC may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the student out of the class.
- A verbal reprimand and reminder of the expectations of behaviour.
- Setting of written tasks such as an account of their behaviour.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school.
- Loss of privileges – for instance, the loss ability to go out at lunchtime.
- UTC-based community service, such as tidying a classroom.
- Referring the student to a senior member of staff.
- Letter or phone call home to parents.
- Agreeing a behaviour contract.
- Putting a student 'on report'.
- Removal of the student from the classroom.
- Suspension.
- Permanent exclusions, in the most serious of circumstances.

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

9.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students.

All members of staff have the power to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

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

9.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the **DfE's latest guidance on searching, screening and confiscation**.

Confiscation

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to UTC discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, designated safeguarding lead (or deputy) or pastoral manager who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the UTC rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the UTC premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other students or staff at risk.
- Consider whether the search would pose a safeguarding risk to the student.
- Explain to the student why they are being searched.
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf.
- Explain how and where the search will be carried out.
- Give the student the opportunity to ask questions.
- Seek the student's co-operation.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Principal / designated safeguarding lead (or deputy) / pastoral lead, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration

whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the UTC rules.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt).
- Hats, scarves, gloves, shoes, boots.

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Outer clothing.
- Lockers.
- Bags.

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items and items identified in the UTC rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3.
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the UTC's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened.
- What was found, if anything.
- What has been confiscated, if anything.
- What action the UTC has taken, including any sanctions that have been applied to their child.

Support after a search

Irrespective of whether any items are found as the result of any search, the UTC will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the UTC's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on UTC premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into UTC, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on UTC premises, the decision on whether to conduct a strip search lies solely with them. The UTC will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents or carers to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into the UTC to act as the student's appropriate adult. If the UTC cannot get in touch with the parents, or they are not able to come into the UTC to act as the appropriate adult, a member of staff can act as the appropriate adult.

The student's parents will always be informed by a staff member once a strip search has taken place. The UTC will keep records of strip searches that have been conducted on UTC premises, and monitor them for any trends that emerge.

Who will be present?

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees.

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult. No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student.
- Not be a police officer or otherwise associated with the police.
- Not be the Principal.
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the UTC will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the UTC's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

9.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the UTC. This means misbehaviour when the student is:

- Taking part in any UTC-organised or UTC-related activity (e.g. school trips).
- Travelling to or from UTC.
- Wearing items with the UTC logo visible
- In any other way identifiable as a student of our UTC.

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the UTC.
- Poses a threat to another student.
- Could adversely affect the reputation of the UTC.

Sanctions will only be given out on UTC premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a UTC-organised trip).

9.8 Online misbehaviour

The UTC can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student.
- It could have repercussions for the orderly running of the UTC.
- It adversely affects the reputation of the UTC.
- The student is identifiable as a member of the UTC.

Sanctions will only be given out on UTC premises or elsewhere when the student is under the lawful control of a staff member.

9.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the UTC will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the UTC will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Principal/Assistant Principal/DSL will make the report.

The UTC will not interfere with any police action taken. However, the UTC may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.10 Zero-tolerance approach to sexual harassment and sexual violence

The UTC will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The UTC's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

The UTC has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally.
  - Refer to early help.
  - Refer to children's social care.
  - Report to the police.

Please refer to our child protection and safeguarding policy for more information.

9.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the UTC will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the UTC will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the UTC (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The UTC will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

10.   Serious Sanctions

10.1 Detention

All members of staff have been authorised by the Principal to give students detentions.

Students can be issued with detentions during break, after school or on weekends during term time.

The UTC will decide whether it is necessary to inform the student's parents.

When imposing a detention, the UTC will consider whether doing so would:

- Compromise the student's safety.
- Conflict with a medical appointment.
- Prevent the student from getting home safely.
- Interrupt the student's caring responsibilities.

10.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the UTC may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive.
- Maintain the safety of all students.
- Allow the disruptive student to continue their learning in a managed environment.
- Allow the disruptive student to regain calm in a safe space.

Students who have been removed from the classroom will be put into a 6th Form lesson or in a room with the Principal/Senior Leadership Team/Behavioural Lead.

They will be removed for the remainder of that lesson.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so.

The UTC will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom via the UTC's MIS.

If the removal is for a whole day, then this will also be clearly communicated via the MIS.

The UTC will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with behavioural lead.
- Use of teaching assistants.
- Short term behaviour report cards.
- Long term behaviour plans.
- Student support units.
- Multi-agency assessment.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log.

10.3 Suspension and permanent exclusions

The UTC can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-UTC sanctions and interventions.

The decision to suspend or exclude will be made by the Principal and only as a last resort.

11.   Responding to Misbehaviour from Students with SEND

11.1 Recognising the impact of SEND on behaviour

The UTC recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the UTC will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the UTC's policies or practices (**Equality Act 2010**).
- Using our best endeavours to meet the needs of students with SEND (**Children and Families Act 2014).**
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the UTC must co-operate with the local authority and other bodies.

As part of meeting these duties, the UTC will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Our approach to anticipating and removing triggers of misbehaviour may include examples such as:

- Short, planned movement breaks for student with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a student with specific needs to sit in sight of the teacher.
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema.
- Regular training for staff in understanding individuals and those with diagnosed conditions.
- Use of separation spaces where students can regulate their emotions during a moment of sensory overload.

11.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the UTC will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the UTC to sanction the student for the behaviour.

The UTC will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The UTC's Special Educational Needs Co-Ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the UTC will co-operate with the local authority and other bodies.

If the UTC has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the UTC may request an emergency review of the EHC plan.

12. Supporting Students Following a Sanction

Following a sanction, the UTC will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the UTC.

This could include measures like:

- Reintegration meetings.
- Daily contact with a member of the Pastoral Team.
- Report card with personalised goals.

13. Students Transition

The UTC will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider UTC culture.

14. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Regular reviews of the policy.

- The needs of the students at the UTC.
- How SEND and mental health needs impact behaviour.

Behaviour management will also form part of continuing professional development.

15. Monitoring Arrangements

15.1 Monitoring and evaluating UTC behaviour

The UTC will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusion and suspension.
- Use of student support units, off-site directions and managed moves.
- Incidents of searching, screening and confiscation.
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the UTC behaviour culture.

The data will be analysed from a variety of perspectives including:

- At UTC level.
- By age group.
- At the level of individual members of staff.
- By time of day/week/term.
- By protected characteristic.

The UTC will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the UTC will review its policies to tackle it.

15.2 Monitoring this policy

This behaviour policy will be reviewed by the Principal and full governing board at least bi-annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the full governing board bi-annually.

16. Links with Other Policies

This behaviour policy is linked to the following policies:

- Safeguarding policy.
- Anti-bullying policy.
- Exclusions policy.
- Mobile phone policy.

Appendix 1 – Written Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by students and staff.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the UTC and students' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2 – Systematic Sanctions

	Types of Behaviour (not exhaustive)	Likely Actions	Consequences
Verbal Warning	This must precede a B1 in order for students to know of their undesired behaviour and adjust their behaviour accordingly	Student made explicitly aware of undesired behaviour	Student clearly aware that a B1 will be next sanction
B1	• Disruption to learning • Not stopping talking • Turning around • Being out of seat • Poor standard of work • Poor effort in lessons • Incorrect uniform (tutor time) • Lateness to lesson • Poor behaviour out of lesson	• B1 Warning made explicit to student • Moved seat in lesson • Restorative conversation outside classroom • B1 category recorded on SIMs	• One behaviour point • B1 communicated to home via MIS
B2	• Repetition of B1 offense: • Disruption to learning • Not stopping talking • Turning around • Being out of seat • Poor standard of work • Poor effort in lessons	• B2 Warning made explicit to student • B2 category recorded on MIS • Student made clear that next sanction of a B3 will result in removal from lesson to withdrawal room	• Two Behaviour Points • B2 communicated to home via MIS
B3	• Disruptive Behaviour continues despite issuing of B2 • Refusal to hand over mobile phone • Internal truancy (more than 5mins late) or deliberately attending the wrong lesson (B3 issued – no removal from lesson) • Persistently wear the incorrect uniform or wearing construction boots out of workshop (B3 issued by Form Tutor/SLT – no removal from lesson)	• B3 category recorded on MIS • Use Help-On-Call to remove student from classroom to withdrawal room	• Three Behaviour Points • Detention next day • Card blocked for the next day (students will have to bring own lunch or buy from canteen) • Confiscation of mobile phone (if refusal to hand over phone) • B3 communicated home

B4	• Behaviour warrants B4 with no warnings includes behaviours such as
	   o being verbally abusive
	   o maliciously damaging property
	   o being in possession of smoking or vaping paraphernalia
	   o Negative use of physical force
	   o Inappropriate use of mobile phone
		• B4 category recorded on MIS
		• Help-On-Call used for colleagues to remove student from lesson
			• Ten Behaviour Points
			• Possible isolation and/or detentions
			• Assistant Principal contacts home
			• Card blocked for a week

B5	• Offensive or Obscene behaviour • Smoking or vaping on UTC site • Physical aggression or violence such as striking another student • Repeated & defiant behaviours • Persistent internal truancy	• Suspension from UTC for a fixed period of time	• Twenty Behaviour Points • Fixed term Suspension • Home notified by SLT • Suspension letter sent home from Principal • Card blocked for duration of behaviour report • Behaviour report given

B6	• Persistent & Defiant behaviours
	• A major offense such as
	   o Carrying inappropriate objects such as a knife
	   o Violence towards a member of staff
	   o Serious incident that causes significant harm to student(s)
		• Permanent exclusion	

Appendix 3 – Professional Expectations

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

Appendix 4 – Reports

Reports can be issued to students in any order and there is not necessarily an escalation. The most appropriate report card will be issued to the student depending upon their behaviour record. Each stage will trigger a letter sent home to parents.

Green Report – Issued after pattern of negative behaviour (approximately 50 B points), or after first suspension.

Three clear targets given and communicated to student and parents. Report Runs for Two Weeks

Amber Report – Issued after a pattern of negative behaviour (approximately 100 B points), after second suspension, or no improvement made after two weeks on green report.

Three clear targets given and communicated to student and parents. Report Runs for Two Weeks

Red Report – Issued after a pattern of negative behaviour (approximately 150 B points), after third suspension, or no improvement made after two weeks on amber report.

Three clear targets given and communicated to student and parents. Report Runs for Two Weeks

Purple Report - Issued after a pattern of negative behaviour (approximately 200 B points), after fourth suspension, or no improvement made after two weeks on red report.

Three clear targets given and communicated to student and parents. Report Runs for Two Weeks

Pastoral Support Plan – Issued after a pattern of negative behaviour over a sustained period of time

Appendix 5 – Letters to Parents/Carers About Student Behaviour – Templates

Stage 1 Letter

Date Dear <>

Within our student pastoral model, we are always reviewing student's behaviour by trying to catch students doing the right things through our Success Points.

When behaviour is deemed unacceptable it affects the learning environment of both classrooms and corridors. We have a staged approach towards dealing with unacceptable behaviour which involves the following:

- Stage 1: Tutor
- Stage 2: Behavioural Lead
- Stage 3: Face-to-Face meeting with Assistant Principal
- Stage 4: Face-to-Face Meeting with Principal

Unfortunately, <> has been placed at the Formal Tutor Stage due to poor behaviour being reported by staff.

We ask you to speak to <> to support and prevent movement to the next stage. <> will be placed on a behaviour monitoring report. This involves a behaviour report with targets being taken to all lessons for teachers to give feedback upon progress. We expect a parental signature on the report at the end of each day.

I will then monitor this report at the start of each day. <> will remain on report to me until one of two criteria is met:

- A successful completion of the report and stage.
- An unsuccessful report – this will then mean <> will move to the next stage model which is formal Behavioural Lead involvement. We want to work with Parents/Carers to improve and support any unacceptable behaviour.

As originally outlined, we aim to catch students doing the right thing, I hope <> will take this opportunity to reflect upon their behaviour and strive for improvement. Please do not hesitate to contact me if you require any further support or guidance.

Yours sincerely

SIGNATURE

Stage 2 Letter

Date Dear <>

Within our student pastoral model, we are always reviewing student's behaviour by trying to catch students doing the right things through our Success Points.

When behaviour is deemed unacceptable it affects the learning environment of both classrooms and corridors. We have a staged approach towards dealing with unacceptable behaviour which involves the following:

- Stage 1: Tutor
- Stage 2: Behavioural Lead
- Stage 3: Face-to-Face meeting with Assistant Principal
- Stage 4: Face-to-Face Meeting with Principal

Unfortunately, <> has been placed at the Formal Behavioural Lead Stage due to poor behaviour being reported by staff.

We ask you to speak to <> to support and prevent movement to the next stage. <> will be placed on a behaviour monitoring report. This involves a behaviour report with targets being taken to all lessons for teachers to give feedback upon progress. We expect a parental signature on the report at the end of each day.

I will then monitor this report at the start of each day. <> will remain on report to me until one of two criteria is met:

- A successful completion of the report and stage.
- An unsuccessful report – this will then mean <> will move to the next stage model which is formal Assistant Principal involvement. We want to work with Parents/Carers to improve and support any unacceptable behaviour.

As originally outlined, we aim to catch students doing the right thing, I hope <> will take this opportunity to reflect upon their behaviour and strive for improvement. Please do not hesitate to contact me if you require any further support or guidance.

Yours sincerely

SIGNATURE

Stage 3 Letter

Date

Dear <>

I write to express my disappointment with <> continued poor behaviour in school.

Our student pastoral model aims to catch students doing the right things, unfortunately we are repeatedly catching <> demonstrating poor behaviour. So far <> has been involved in the following support strategies:

- Stage 1: Tutor
- Stage 2: Behavioural Lead

Unfortunately, we have reached Stage 3 and I will now need to meet with you face-to-face here at the UTC. I will contact you regarding the details of the behaviour shown and to arrange a time to meet. We will use this time to set targets for a Assistant Principal behaviour monitoring report. We expect a parental signature on the report at the end of each day. I will then be monitoring this report at the start of each day.

I need to highlight to you that the next stage will be formal involvement by the Principal. The Principal is the final stage and at this point, discussions will take place regarding <> being at the school as we would have exhausted all possible support strategies.

At this point we will be contemplating a managed move to another school or even permanent exclusion. We want to work with Parents/Carers to improve and support any unacceptable behaviour. As originally outlined, we aim to catch students doing the right thing,

I hope <> will take this final opportunity to reflect upon their behaviour and strive for improvement. Please do not hesitate to contact me if you require any further support or guidance.

Yours sincerely

SIGNATURE

Stage 4 Letter

Date

Dear <> I write to you following communication from the Assistant Principal regarding <> repeated and continued poor behaviour in school, unfortunately <> is now at the final stage of formal Principal involvement.

So far <> has been involved in the following support strategies:

- Stage 1: Tutor
- Stage 2: Behavioural Lead
- Stage 3: Face-to-Face meeting with Assistant Principal

Unfortunately, <> has now formally started the Final stage which involves a final Principal Report.

I fully expect <> to successfully complete this report with positive feedback from all teachers. If improvement is not shown, I will be asking you to return to school so we can formally discuss the next steps.

As a school we want to work with Parents/Carers to improve and support any unacceptable behaviour. As originally outlined, we aim to catch students doing the right things in and outside of lessons but <> place at the school is at risk. Please do not hesitate to contact me if you require any further support or guidance.

 Yours sincerely

SIGNATURE

Aylesbury UTC

Appendix 6 – Rewards

Rewards will be given for students who exemplify the UTC values or Respect, Growth and Community.

Reward	Respect	Growth	Community	Number of Points
S1	Up to 3 S points can be given in one lesson.	Up to 3 S points can be given in one lesson.	Up to 3 S points can be given in one lesson.	1
S2				2
S3	Respect S points can be issued for: • Trust • Honesty • Kindness • Fairness • Being caring • Inclusion • Equality	Growth S points can be issued for: • Achievement • Legacy • Perseverance • Ambition • Curiosity • Adaptability • Learning	Community S points can be issued for: • Loyalty • Diversity • Belonging • Positive Contribution • Service • Connection to others • Collaboration • Making a difference	3
S4	Issued by heads of department for exemplifying the values of the UTC outside of the classroom			10
S5	Issued by SLT for exemplifying the values of the UTC outside of the classroom			20
S6	Only to be issued by the Principal for outstanding contributions towards the UTC, employers or community.			50

UTC leaders will work with the student council to develop rewards that have value for the students.

Each term the following are to be presented:

• 100% attendance certificate
• Certificates (Gold, Silver, Bronze, Platinum) based on success points.
• Celebration PowerPoint to reflect on student achievements over the last term both curricular and extra-curricular
• Rewards will also count towards into form and house competitions.

Bronze – Issued after 50 Success Points
Silver – Issued after 100 Success Points
Gold – Issued after 150 Success Points
Platinum – Issued after 200 Success Points

As well as certificates the following rewards will be used:

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