



London Design & Engineering UTC

Behaviour for Learning Policy

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LONDON DESIGN & ENGINEERING UTC

Behaviour for Learning Policy

Introduction

At the London Design & Engineering University Technical College (LDE UTC) good behaviour, we believe like high attendance, will be an outcome of establishing a strong ethos and culture of success for all. Our exciting and challenging curriculum designed to motivate our learners, we believe fosters good behaviour and enables them to achieve our highly ambitious goals.

The success of 'Outstanding' Schools in England has been driven in large part, by relentlessly high expectations of student behaviour. These are articulated through ethos/values of the school, the actions of the staff of the schools, who exemplify high expectations in everything they do. We are creating a UTC where exemplary behaviour is the norm, where learners accept they come to the UTC to learn and do well and live its values. Our UTC is one where respect and tolerance is at the heart of learner and teacher relationships.

For our students **'every day is an interview'** and understanding that excellent levels of behaviour coupled with a positive attitude towards learning and self-discipline will be essential pre-requisites for future success.

Objectives

The Objectives of the LDE UTC's Behaviour for Learning Policy are to:

- Ensure that the UTC is a safe, welcoming and supportive environment for all
- Place great emphasis on teaching and learning
- Ensure that all members of the UTC community are shown respect and show respect for others
- Encourage a positive approach to behaviour through praise and reward for good behaviour
- Ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently
- Ensure that the standards of expected behaviour are modelled by all the adults working within the UTC
- Ensure specific programmes are in place to nurture the social and emotional development of all learners and provide extra support to those struggling while ensuring that these learners do not disrupt the learning of others
- Work in partnership with parents and carers

LDE UTC's Values

Passionate about everything we do. We commit ourselves wholeheartedly to everything we do. We approach our work with enthusiasm, energy and positivity. We do what we do because we love it and this passion shines through.

Reach higher, be better. We are always learning and challenging each other and ourselves, to be the very best we can be. We have the courage to improve the way we work and exceed expectations.

Be respectful and value everyone. We take time to listen to each other and treat people in the way they want to be treated. We are supportive, inclusive and recognise everyone has their own skills and experience to offer. All our family has a voice.

Take care. We look after our colleagues, our community and ourselves. We have a zero-compromise approach to health, safety and well-being.

Take ownership. We take responsibility and never walk on by. We are proactive – focusing only on solutions instead of problems.

Be proud, be seen. We celebrate our past, we are proud of what we do today and we are excited about our future

Promoting Excellent Behaviour

Our approach is founded on the principle of '*accentuating the positive and eliminating the negative*'. To secure this we will be:

- Proactive rather than reactive. All staff model the excellent behaviour expected of learners in everything they do and ensure they are able to show the exemplary behaviour expected of them.
- Give meaningful rewards to learners for hard work and good choices so they taste the confidence of success and want to repeat it.
- Relentless, robust and consistent in securing the highest standards of behaviour from all learners. Allowing poor behaviour to perpetuate is wrong for the college and for the learner.
- Forge strong positive relationships that learners find rewarding in the knowledge that any young person who has been through school without experiencing a worthwhile relationship with at least one member of staff has really not been at school.

We believe that all students are not only capable of behaving well but want to behave well. When learners let themselves down we will ensure that inappropriate behaviour is dealt with quickly, fairly, consistently and transparently ensuring that the learner understands the reason for our action and how to avoid making the same mistake in future. Learners from their first day at LDE UTC will understand that all learners have the right to learn: our expectation is that they will do their best. 100% effort and good behaviour is expected of everyone and is the norm. All staff take responsibility and all learners understand that each classroom is a precious learning environment, which deserves to be treated as such. All learners have the right to learn. Escalation will happen consistently and only when necessary. Parents and the school sign the Home / UTC Agreement. The LDE UTC Student

Code of Conduct will clearly set our expectations about student conduct in and around the UTC.

LDE UTC Code of Conduct: Learners

In the classroom learners are expected to meet the following expectations:

- Arrive to class on time
- Sit where the teacher requires them to sit
- Take out the necessary materials immediately
- Exhibit good positive body language – i.e. **FOCUS** – **F**ollow with my eyes, **O**n Task, **C**oncentrate, **U**p in my seat, **S**ilent until called upon
- Listen carefully and contribute to class discussions as directed to by the teacher
- Join in during lessons, respecting the views of others
- Fully participate in their learning by active listening, thinking and contributing
- Refrain from talking to classmates unless it is part of a class activity
- Stay on task during class activities
- Refrain from disrupting the order and learning atmosphere of the class.
- Come to class adhering to the UTC's dress standard and following LDE UTC's uniform policy.
- Follow the correct procedure for finishing lessons and exiting the classroom.

Expectations around the UTC: Learners are expected to adhere to the following expectations:

- Refrain from play fighting and discourage conflict between other students
- Respect other students, their work and belongings.
- Follow established UTC routines (e.g. lining up for lunch, appropriate behaviour in the dining hall, walking on the left – silent in corridors, walking and no running etc.)
- Only eat and drink in the dining halls and dedicated outdoor space
- Treat the UTC with respect and ensure usage of litter bins provided
- Be polite to fellow learners, all staff and any visitors to the UTC
- Use appropriate language
- Ensure dress standards are maintained at all times. Trainers may only be used for PE or outdoor play and must be changed before entering the building. Outdoor coats must be removed before entering classrooms and should not be worn in the learning environment.

Expectations outside the UTC: Learners are expected to be responsible citizens of the local community and good representatives of the UTC, particularly in the following ways:

- Show respect to others
- Adhere to the dress standards on the way to and from the UTC
- Under no circumstances do something that brings the UTC into disrepute

- Keep the neighbourhood free of litter – put all wrappers, paper, cans, etc. in rubbish bins
- Exhibit good behaviour when travelling to and from the UTC
- Use appropriate language in public
- Use appropriate manners at bus stops and on public transportation
- Any incidence of poor behaviour, whilst travelling to and from the UTC, will be treated in the same manner as if the behaviour had occurred at the UTC.
- Be punctual and only be absent for a genuine reason (proof of this will be required)
- Bring their electronic planner and other essential equipment to the UTC every day;

LDE UTC Code of Conduct: Staff

All staff, teaching and non-teaching will:

- be positive role models
- help learners understand their rights and responsibilities as citizens within the UTC and the wider society
- help learners to make the right choices about their behaviour
- help learners to be confident about their learning and enjoy it
- make sure that learners listen and are listened to and value others
- reward and praise positive behaviour
- use the behaviour incident form when necessary and follow the UTC's behaviour processes and procedures,
- give opportunities for students to develop interpersonal and social skills
- ensure that students know the UTC's Code of Conduct
- inform parents about their teenager's behaviour and work alongside parents and carers
- inform the pastoral staff about serious incidents which are then monitored

Code of Conduct: Parents and Carers

Parents, carers and families will:

- support the UTC and its behaviour policy
- promote positive behaviour at home in order to provide continuity between home and UTC
- contact the KS Pastoral Leads in the first instance if concerned about their child's behaviour
- contact the Assistant Headteacher / Chief Experience Officer for further support

Praise and Rewards

Praise and rewards within the context of challenging activities are recognised as highly motivating for students and staff. *"Catching students doing well"* is a key concept to successful behaviour management. Successful teachers consistently use appropriate verbal praise as part of their language for learning.

This must be reinforced through the use of written praise when marking work (see assessment policy) and by the appropriate use of house points and postcards. Letters of praise can mark more significant achievements.

During a weekly celebration assembly, rewards are given for 100% attendance, good citizenship, significant effort, significant progress, noteworthy attainment and through positions of responsibility (in the form of Bronze, Silver, Gold and Platinum Certificates)

There are four main levels of reward and these provide the framework for our response to praise and rewards to ensure consistency across all staff:

- GB1 Impressive Performance
- GB2 Outstanding Performance
- GB3 Major Awards
- GB4 Exceptional Awards

See Annex A: LDE UTC Behaviours.

Levels of Intervention

The majority of learners behave well. However, there can be a number of learners in each year group who need to adopt a more productive ethos for learning and as such, require a low level of behaviour intervention/review.

A small number of learners display more extreme types of behaviour, which demands a more robust approach with close monitoring, co-ordinated intervention and at times extra support.

There are four levels of intervention and these provide the framework for our response to praise and rewards to ensure consistency across all staff:

- BB1 Formal Warning
- BB2 Repeat Offenders
- BB3 Investigation
- BB4 Disciplinary – Possible Dismissal

See Annex A: LDE UTC Behaviours

1: Formal Warning

These are concerns largely associated with learning or behaviours inside and outside the classroom:

- Dealt with immediately by the member of staff.

2: Repeat Offenders – may relate to a number of behaviours

Heightened concerns usually resulting from a pattern of unacceptable learning behaviour which has not been modified by the use of lower level sanctions.

Heightened concerns in a particular subject area where a learner has continued to fail to meet deadlines despite support being offered, or where a learner has plagiarised their work.

- Addressed largely by subject teachers in conjunction with Heads of Department and KS Leaders.

3: Investigations

Serious concerns in relation to unacceptable behaviour in and outside the learning environment.

Where a student has plagiarised work for an exam.

- Co-ordinated by KS Leaders
- Liaison with Learning Support who will refer to outside agencies as required to secure professional support
- Liaison with the Assistant Principal in charge of Behaviour and ATL regarding use of seclusion and fixed term exclusion (agreed by the Principal).

4: Possible Disciplinary / Dismissal

Behaviours are sufficiently severe for a permanent exclusion to be a possible outcome.

- Co-ordinated by the Assistant Principal (Behaviour and ATL) but working with outside agencies and in liaison with KS Leaders / Chief Experience Officer.
- Final decision on any exclusion rests with the Principal.

See Annex A LDE UTC Behaviours

Screening and searching students

The UTC acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work 1974 in respect of screening and searching students. As a result UTC employees may search students' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff.

The UTC will give due regard to police involvement or initiating safeguarding processes.

Banned items

Students are not permitted to have any items injurious to health and welfare, learning or to the good order of the college.

Prohibited items include:

- Bladed objects
- Weapons

- Drugs (exceptions are made for medical purposes)
- Alcohol
- Tobacco products
- Chewing gum
- Any other items at the discretion of the Principal

Other items which may legitimately be brought to the college, may be confiscated if they are used in a way which is hazardous, disruptive or contravenes college policies.

Disciplinary action will be taken when appropriate.

Confiscated items will normally be returned, but when appropriate will be given to the police, destroyed or retained until collected by a responsible adult.

Mobile phones

Mobile phones and other electronic devices are allowed and may be used in lessons as aids to learning with the express permission of the member of staff responsible for the lesson.

Headphones may not be worn or visible except where permission has been given to use them as an aid to learning or at social times in designated areas.

Students' personal electronic devices are brought to the UTC at the risk of the student. The UTC does not accept responsibility for them.

Mobile phones and electronic devices are not permitted in examinations. Any exceptions to this will be clearly stated at the time of the examination.

The use of reasonable force

The UTC acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school employees have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

It should be noted that employees cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one, which requires appropriate training.

Malicious accusations against UTC staff

The UTC recognises that there may be occasions which are justified when a student needs to raise issues about the actions of a UTC employee and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the UTC will give due regard to the most appropriate disciplinary sanction to be taken which may include fixed term or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The UTC will also take seriously inappropriate use of technologies including mobile and social networking sites, which are targeted at UTC employees.

Active Involvement of Parents

The UTC believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The UTC will therefore seek to involve parents/carers actively on behaviour for learning issues. Approaches will include:

- Early involvement
- Phone calls
- Progress Meetings
- Letters
- Emails
- Supporting students on reports
- Home UTC agreement
- Request to attend re-integration meetings
- Invitations to agency meetings
- Follow up & routine communication
- Parental Portal (SchoolComms)

Parents are welcome to make an appointment to approach the UTC for informal or formal discussions about their child's education.

Monitoring, Evaluation and Review

The Chief Experience Officer and Principal will monitor the implementation and effectiveness of this policy and review it annually through the use of data on exclusions and other consequences and report to the Board of Directors. The policy will be promoted and implemented throughout the UTC.

Annexes – including procedures

- A. LDE UTC Behaviours
- B. Accountability (Roles and Responsibilities)
- C. Restorative Justice (RJ) -

Annex A



Good Behaviours GB

Praise

GB1

Academic

- Impressive work
- Impressive effort
- Impressive collaboration
- Impressive resilience
- Impressive industry examples into your work

Pastoral

- Collaboration
- Positive contribution
- Demonstrating resilience

1
Impressive Performance

GB2

Academic

- Outstanding work
- Outstanding effort
- Outstanding collaboration
- Outstanding resilience
- Outstanding industry examples into your work in detail

Pastoral

- Collaboration
- Positive contribution
- Demonstrating resilience

5
Outstanding Performance

GB3

Academic

- Meeting your bench mark
- Supporting others
- Production of resources
- Creating industry links/partnership within your examined work

Pastoral

- >97% attendance (termly)
- >98% punctuality (termly)
- Supporting our UTC

10
Major Award

GB4

Academic

- Exceeding your bench mark
- Supporting others
- Production of resources

Pastoral

- 100% attendance (termly)
- >99% punctuality (termly)
- Supporting our UTC
- UTC awards

20
Exceptional Award

50
CEO Award

<p>Rewards</p> <p>1 point = 10p</p> <p>All behaviours and points will be recorded on your school file</p> <p><small>*Minimum 100 points to qualify</small></p>	<p>50 points</p> <ul style="list-style-type: none"> Bronze certificate Postcard home Phone call to parents/carers from sector tutor Permission to go on reward trip 	<p>100 points</p> <ul style="list-style-type: none"> Silver certificate Postcard home Phone call to parents/carers from KS Pastoral lead £10 Voucher Permission to go on reward trip 10% discount off reward trip 	<p>200 points</p> <ul style="list-style-type: none"> Gold certificate Postcard home Phone call to parents/carers from Director of Pastoral £20 Voucher Permission to go on reward trip 20% discount off reward trip 	<p>300 points</p> <ul style="list-style-type: none"> Platinum certificate Postcard home Phone call to parents/carers from CEO £30 Voucher Permission to go on reward trip 30% discount off reward trip
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Bad Behaviours

Verbal Warning

BB1

- Arriving late
- Poor attitude
- Lack of work
- Lack of equipment
- Talking over a teacher
- Inappropriate language
- Hands off rule
- Incorrect uniform
- Eating or drinking
- Chewing Gum
- Disturbing others
- Arguing with others
- Using mobile technology without permission

-1
Formal Warning

BB2

- Persistent offences as described in B1
- Failed to attend a B1 detention
- Sent out of lesson
- Leaving lesson without permission
- Minor damage to property of others
- Bullying
- Arguing with staff

-5
Repeat Offenders

BB3

- Persistent offences as described in B2
- Failed to attend a B2 detention
- Truancy
- Bad language towards staff
- Bullying/aggressive behaviour
- Having or being under the influence of illegal substances
- Theft
- Major damage to property
- Plagiarism
- Breach of ICT
- Bringing the school into disrepute

-10
Investigation

BB4

- Persistent offences as described in B3
- Failed to attend a B3 detention
- Intimidating and extreme behaviour
- Violence
- Assaulting another person
- Selling illegal substances
- Bringing weapons into school
- Arson
- Fraud
- Bringing the school into disrepute

-20
Disciplinary possible dismissal

<p>Consequences</p> <p>1 -point = -10p</p> <p>All behaviours and points will be recorded on your school file.</p>	<p>10 Minute Detention</p> <ul style="list-style-type: none"> Set by teacher during break or lunch times Student & teacher discussion Phone call home by the teacher 	<p>20 Minute Detention</p> <ul style="list-style-type: none"> Letter home to Parents/Carers by HOD HOD report card issued Discussions with HOD, teacher and pupil. Meeting HOD, KS Leader, teacher and parents. Meeting with Line manager. 	<p>Friday after school Detention</p> <p>or</p> <p>Pastoral Base Detention</p> <ul style="list-style-type: none"> Set by Director of Pastoral care and/or KS Leaders. Letter sent home Meeting with Parents/Carers and KS Leaders. Leadership Team report card 	<p>Exclusion</p> <p>or</p> <p>Permanent Exclusion</p> <ul style="list-style-type: none"> Set by CEO Meeting with Parents/Carers CEO's report card
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Annex B: ACCOUNTABILITY

We recognise that high standards of behaviour and a commitment to learning result from an effective partnership between learners, parents and teachers.

ALL STAFF, teaching and non-teaching, have a responsibility for up-holding high standards of behaviour throughout the UTC, particularly at breaks and lunchtimes. In addition each member of the teaching staff has a distinct role given the context of their employment:

SUBJECT TEACHER

Accountable for creating a productive learning environment in which all learners are able to succeed – Subject teachers manage issues associated with low level disruption, incomplete and missing work, performance below target, poor attendance.

Strategies include: Appropriate lesson design – stimulating and challenging learning activities, knowledge of individual provision maps, deployment of learning support, the promotion of inclusive practice, differentiated learning, effective use of the 5R's¹ and SMSC opportunities to create successful learners, clear expectations for learning and behaviour, provision of effective and prompt feedback, use of praise and rewards, avoid confrontation, defuse tense situations with a calm approach; Firm, fair and proportionate sanctions - break or lunchtime detention, contact with parents, liaison with Personal Coach and Directors of Learning.

Head of Area / Department

Accountable for supporting subject teachers through the maintenance of high standards of behaviour and learning in that subject.

Strategies include: Schemes of work, monitoring of standards, work sampling, lesson observation, learning sets and groupings, liaison with SENCO, avoid confrontation, defuse tense situations with a calm approach; Firm, fair and proportionate sanctions - lunchtime or after school detention, subject report, letters to parents, liaison with Subject Teacher and Personal Coach.

Personal Coach

Accountable for the care, support and guidance of learners assigned to them.

Personal Coaches support high standards through regular checks on uniform, equipment and planner; the monitoring of punctuality & attendance; and high standards of behaviour through the delivery of a quality Learning 4 Life programme which is designed to promote positive relationships, mutual trust and respect.

Strategies include: Modelling of the 5R's required by students, clear expectations of behaviour, providing opportunities for students to understand the views and feelings of others, provide opportunities for students to work co-operatively, helping students become more resilient, promote tolerance, avoid confrontation, defuse tense situations with a calm approach; Firm, fair and proportionate sanctions, daily report, liaison with Subject Teachers and Directors of Learning.

¹ These are Relationships, Rights, Responsibilities, Rules and Routines.

Director of Learning and KS Pastoral Leads

Accountable for all learners through quality care, support and guidance. The Directors of Learning will support the Personal Coaches and Subject Teachers where low level sanctions have failed to secure the required improvements and where a coordinated response is required, or in instances of unacceptable behaviour where an immediate response is required.

Strategies include: Active modelling of the social and emotional skills required by students and staff, the provision of clear and positive expectations for behaviour, support for students to become more resilient learners, avoid confrontation, defuse tense situations with a calm approach; Firm, fair and proportionate sanctions - school detention, loss of privileges, community service, internal suspensions, meetings with parents, Pastoral Support Plan with parents, engagement with outside agencies: Attendance, Behaviour Management, Alternative Curriculum Pathways, Social Services, Police & Health.

CHIEF EXPERIENCE OFFICER (CXO)

High standards of behaviour for learners throughout the UTC. The CXO will directly support Directors of Learning and the Assistant Principal Behaviour / ATL, where a centralised response is required; where medium level sanctions have failed to secure the required improvements; in cases of extreme behaviour that require a particularly robust response. The CXO is responsible for the implementation of policies, the monitoring and evaluation of strategies together with the investigation of allegations and complaints.

Strategies include: The provision of clear and positive expectations for behaviour, avoid confrontation, defuse tense situations with a calm approach; Firm, fair and proportionate sanctions – Pastoral Support Plan with parents, agreement of alternative curriculum plan (ACP), fixed term exclusions with associated pastoral support plans, Managed Moves, recommendations to Principal for permanent exclusion. (Any seclusion/exclusion/ACP must be agreed by the Principal).

CEO/PRINCIPAL

Overall UTC standards – support for CXO where a final decision is required.

Strategies include: The provision of clear and positive expectations for behaviour, avoid confrontation, defuse tense situations with a calm approach; Firm, fair and proportionate sanctions - Permanent Exclusion, agree seclusion/exclusion/ACP with CXO.

DIRECTORS

Overall support of the UTC's Behaviour for Learning Policy. The annual monitoring of the effectiveness of the Policy through the regular Principal's Report to Directors and an Annual Review.

PARENTS

Support for the UTC's Behaviour for Learning Policy and any sanctions that may have been imposed (Home UTC Agreement). To work with their child(ren) to achieve and sustain a productive and responsible attitude to learning and to the UTC community as a whole. To work with staff to address issues of concern at the UTC and to help modify unacceptable

types and patterns of behaviour on the part of their child. To advise staff of issues and concerns outside of the UTC that may have an impact on their child's performance and relationships within the UTC.

Strategies include: Active modelling of the social and emotional skills required by adults and children, the provision of clear and positive expectations for behaviour, avoidance of confrontation, defuse tense situations with a calm approach; support at home for the completion of work; Firm, fair and proportionate sanctions in support of the UTC that may include loss of specific privileges for a period of time.

Annex D: RESTORATIVE JUSTICE (BB3 intervention)

Our Behaviour for Learning Policy is based on a desire to resolve conflict through sustainable restorative approaches.

Restorative approaches are a way of:

- Involving all those affected by an incident to repair the harm it has caused, find ways forward that reduce resentment and prevent a problem from escalating further;
- Building support for young people who cause harm while allowing them to be fully accountable for their behaviour;
- Encouraging and recognising the contributions that parents/carers, UTC staff and young people make in building and maintaining positive relationships, which in turn help people to take responsibility for their actions.

Restorative approaches require an offender to acknowledge the consequences of their actions and to make good the harm that have caused. It is accepted that the use of restorative approaches is not appropriate to all situations and individuals.

If a restorative approach is considered beneficial the facilitator – a trained senior student (peer mediator) or member of staff – will arrange a meeting for those affected at which those involved will be asked to explain:

- What has happened
- What they think about what happened, and how they feel about it
- Who they think has been affected, and how
- What they think needs to happen to put things right
- What they think needs to happen in the future to make sure the situation doesn't happen again.

A written agreement is a good outcome, this spells out what everyone is going to do to put things right and help make the future better. It may be necessary to impose sanctions such as the loss of privileges, the implementation of community service and inclusion. Parents/carers might be invited to attend meetings in more serious instances where restorative approaches are used by senior staff.

By using restorative approaches, we seek to increase the likelihood of:

- Emotional issues being resolved in a sustainable manner. Individuals become more confident in making the “right” decisions in future instances – a solution focused approach;
- Young people are empowered with the personal and social skills that they will need to be successful in later life.