London Design & Engineering UTC

Behaviour for Learning Policy

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Version Control Table

Version	Date	Amended by	Rationale
2.1	14/08/2020	Kenan Drugzani	Revised draft following scheduled review
3.0	24/09/2020		Version approved by the Board of Directors

Guidance on version Control:
The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2 etc until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.

BEHAVIOUR FOR LEARNING POLICY

Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	**Tick (✓)**	**Type of Stakeholder**	**Tick (✓)**
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	✓
Key Stage 5 (KS5) A Levels	✓	Employers	✓
Apprentices	✓	Visitors / Contractors	✓

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1. Policy Aims

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.

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

1.1 Purpose

The purpose of this policy is to communicate to all member of the College the standards of behaviour expected of learners at all times; furthermore, it is to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how learners are expected to behave.
- Outline our system of rewards and sanctions.

A successful behaviour policy requires the commitment and consistency of practice of **all** staff to ensure that learners know the standards expected of them. **All** members of the College are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

2. Vision and 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 ourselves and each other, 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 ourselves, our colleagues and our community. 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.

3. Legislation and Statutory Requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

4. 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 College rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism- including graffiti
- Theft
- Arson- which may or may not be reported to the Police.
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These being:
  - Knives or weapons
  - Replica weapons (including toys)
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers- including “grinders”, vapes (e-cigarettes) etc.
  - Lighters and matches
  - Aerosols
  - Spray cans
  - Bandanas
  - Pointed afro-combs and pin-tail combs (metal)
  - Fireworks
  - Pornographic images- either stored or shared
  - 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 learner)

5. Bullying

Bullying is defined as the repetitive, intentional harming of one 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
Racial	Racial taunts, graffiti, gestures

Type of Bullying	Definition
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

Details of the College's approach to preventing and addressing bullying are set out in the Anti-Bullying Policy.

6. LDE UTC Code of Conduct

6.1 LDE UTC Code of Conduct: Learners

Golden Section- to adhere at all times

- Arrive to college on time.
- Wear the correct uniform (incl. lanyards around your neck).
- Follow instructions from all members of staff.
- Respect each other and the learning environment.
- Professional behaviour- no shouting or swearing.
- Move around the building calmly

In the lessons-

- Equipment ready.
- Silent during the register.
- Prepared to learn.
- Use professional language.
- Proactive- raise hand to speak.
- Be independent and focus.
- Collaborate
- Drinking from water bottles is permitted with teacher's permission.

Expectations around the College:

- Refrain from play fighting and discourage conflict between other learners

- Respect other learners, 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.
- No jostling -pushing and shoving of each other
- Loitering –wandering without any purpose inside the building.
- Respect people's personal space and appropriate public behaviour

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 col
- 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;

6.2 LDE UTC Code of Conduct: Staff

All staff, teaching and non-teaching will:

- greet learners at the door.
- move around room.
- praise and motivate.
- 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 (by adding it on SIMS) when necessary and follow the UTC's behaviour processes and procedures, i.e. calling home, setting detention etc.
- give opportunities for learners to develop interpersonal and social skills
- ensure that learners 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
- listen and respect learners.
- encourage and empathise.
- challenge poor behaviour and uniform
- be flexible.

6.3 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 the UTC.
- contact the Heads of Year and other pastoral leads in the first instance if concerned about their child's behaviour
- contact the Assistant Headteacher -Behaviour and Attitudes for further support.

7. Behaviour Management

7.1 Classroom Management

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

They will:

- Create and maintain a stimulating environment that encourages learners to be engaged
- Display the learner code of conduct or their own classroom rules

- Develop a positive relationship with learners, which may include:
  - Greeting learners in the morning/at the start of lessons
  - Establishing clear 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

7.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a learner to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

7.3 Confiscation

Any prohibited items (found in learner's possession will be confiscated. These items will not be returned to learners.

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

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

8. Praise and Rewards

8.1 Rewards

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

- GB1 Impressive Performance

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

The primary mechanism for rewarding learners is through points issued through the SIMS.net platform. Points can be awarded for a range of positive behaviours.

***See Annex 1:* SIMS Positive and Negative Behaviour points.**

Learners are encouraged to collect as many positive behaviour SIMS points as possible. Each point equates to a "monetary" value of 10p. At the end of each term, when the celebration assemblies take place, learners with over 100, 200, 300 etc. points are rewarded with Amazon vouchers of £10, £20, £30 etc. respectively in addition to appropriate certificates (in the form of Bronze, Silver, Gold and Platinum Certificates).

Learners with 100% attendance and learners with the most progress from the start of the academic year for the whole year receive Amazon vouchers.

Additionally, learners are automatically rewarded with points for:

- Achieving 100% attendance weekly
- Achieving 100% punctuality weekly

Post Cards – staff may choose to send congratulation postcards home to parents where they feel a learner deserves particular praise.

***See Annex 2:* LDE UTC Behaviours.**

8.2 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 very 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 2:* LDE UTC Behaviours**

8.2.1: Formal Warning

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

- Dealt with immediately by the member of staff.

If a learner is disturbing their learning or the learning of others, they will be given a warning.

The below sample sentence may be used:

"[Learner name], you are disturbing your learning by [specific reason for the warning]. You cannot do this because [reason, e.g. it is stopping you from working and is disturbing others from learning]. I cannot allow you to do this, so I am giving you a warning. Do you understand? "

The learner's name with a tick beside it will be written on the board to indicate clearly to the learner that they have received a warning.

If the learner repeats the behaviour or a different example of disruptive behaviour, the process will be repeated exactly as above, but with the phrase *"I am giving you a second warning."*

If there is further disruption, the learner will be sent to the relocation timetable room. (Each department/faculty has their own timetables). This should be done by saying the following to a learner:

"[Learner name] you have further disturbed learning by [specific reason for the warning]. You cannot do this because [reason]. Unfortunately, you have ignored the two previous warnings I have given you so you now need to take yourself to the relocation room, [room number]. You have three minutes to arrive there and I will now email them so that they expect you"

Teacher to follow it with:

- Negative point on SIMS.
- Phone call home [if learner sent to relocation timetable]- to inform the parents and inform of a detention.
- Facilitate a detention.

See Annex 3: Behaviour Ladder Protocols

See Annex 6: Warning examples table

8.2.2: 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 Head of Year.

See Annex 3: Behaviour Ladder Protocols

8.2.3: Investigations

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

- Co-ordinated by Heads of Department/Faculties and Head of Year.
- Liaison with the Assistant Principal in charge of Behaviour and ATL regarding use of seclusion (Pastoral Base Room) and fixed term exclusion (agreed by the Principal).

See Annex 4: Statement Writing Protocols

See Annex 5: Lead Investigator Checklist

8.2.4: 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 Vice Principal.
- Final decision on any exclusion rests with the Principal.

***See Annex 1:* LDE UTC Behaviours**

9. Detention Protocols

Detention as a supportive measure to manage and improve behaviour can be used by teachers, Heads of Faculty/Department, Heads of Year, Assistant Principals, Deputy Principals and Principal in that order, depending on the severity of the issue and the point on the ladder.

Types of Detentions

9.1 Teacher Detention- Teacher

All teachers should take responsibility for behaviour in their classroom. They can keep a learner for 10 minutes at the end of the day, session (if possible) or during lunchtime for BB1 issue. They also need to contact home and inform the tutor. These types of incident should not lead to a College Detention. Assistant Principal (Behaviours and Attitude) provides the proforma at the start of the academic year. Staff wishing to give a learner a subject detention should discuss and agree this with their Head of Department.

See Annex 7: Teacher Detention Record

9.2 Subject Detentions- Head of Department

Subject detentions run each afternoon between 4.00pm – 5pm, Monday, Wednesday, Thursday. Faculty leaders should manage incidents of behaviour as listed on BB2. They organise faculty detentions and inform learners and parents when these are taking place. A learner can only be issued a faculty detention by a faculty leader when there is evidence that previous sanctions (from the teacher) have failed to be effective or a learner has deliberately failed to attend a teacher detention.

Learners may be reminded of these detentions during Sector Briefing the day of the detention. Teacher and/or subject lead should send the names to the appropriate tutor and the HoY as an additional reminder.

If a learner fails to attend your teacher or subject detention parents must be notified.

Teachers and subject leaders on regular basis to complete and maintain an accurate record of their detentions, outcomes etc. this is to be used for further escalation such as pastoral base intervention etc. Assistant Principal (Behaviours and Attitude) provides the proforma at the start of the academic year.

See Annex 8: HOD Detention Record

9.3 Whole College Detentions- Head of Year

Whole College detentions run every Friday 12.40pm – 1.40pm.

Whole College detentions should be issued for more serious issues of or where there is evidence that previous sanctions and strategies have been completed such as teacher and subject detention, phone call to parents, meeting with parents etc. but have failed to result in improved behaviour.

The whole college detentions will be completed by HoYs on rota basis. HoYs on regular basis to complete and maintain an accurate record of their detentions, outcomes etc. Assistant Principal (Behaviours and Attitude) to provide the proforma at the start of the academic year.

Teaching staff can request that a Y11 learner who has a revision session completes a detention during lunchtime or at an alternative agreed time.

Any learner not attending a detention will be phoned at home on the same day by the HoY and placed in either catch up detention the next working day or an alternative sanction where appropriate.

If failure to complete a detention is deliberate, 5 additional negative points will be added to the learner's record. Any learner deliberately not attending a catch up will be placed in pastoral base by the Assistant Principal.

The HoY will meet with the parents of learners that have accumulated more than 5 Subject or Whole College detentions per term.

Learners will be expected to carry out a work activity during the detention. This work will be set by the member of staff in charge of a detention. If any teaching member of staff wishes to set specific work it is there responsibility to contact the member of staff running the detention.

See Annex 9: HoY Detention Record

9.4 Persistent Late in the morning Detentions – Head of Year

These detentions are organised by the relevant Head of Year. Staff must always mark a learner late on SIMS if they arrive late to a lesson or am registration. Persistent lateness is flagged as more than 3 sessions in a week. This results in a detention which varies in length depending on the number of lates.

N.B. Lates to sessions should be dealt by the teachers.

See Annex 9: HoY Detention Record

10. Pastoral Base (Internal Isolation Room)

The purpose of the Pastoral Base is to support and manage the behaviour of learners. It serves as a space for reflection and discussions with the relevant HoY and other pastoral support staff as a result of consistent poor behaviour or one offs as described below.

The Pastoral Base is not to be used as a “sin bin” or “dumping ground” for poor behaviour on daily basis. The room is managed by the Heads of Year.

In the event of use of the Pastoral Base for a learner following an “investigation” or BB3 incident, the parents will be informed that their child will be in there. Whilst in the Pastoral Base, learners will complete work packs which are linked to the curriculum in each core subject.

After college (or at the end of their internal isolation period) a reconciliation will take place with the member of staff or another learner that was at the core of the “issue” which led to the time spent in the Pastoral Base. This is to be facilitated by the HoY.

The learner will be expected to apologise sincerely. Learners who do not do this will complete additional time in the Pastoral Base.

Who can refer learners to the Pastoral Base?

- Head of Department/Faculty (Given that – parents contacts, teacher and subject detentions, meetings with parents etc. have taken place).
- Heads of Year
- Assistant Principal- Behaviours and Attitude
- Vice Principal
- Principal

What are the reasons that learners get referred to the Pastoral Base for?

- Fighting
- Abusive or offensive language
- Dangerous or violent behaviour
- Highly disruptive behaviour
- Failure to attend HoYs Friday detention
- 30 negative behaviour points accumulated every term (half term).
    - 2 days for each 30 points.

Repeated referrals to the Pastoral Base

- It is the College’s aim that learners will not be repeatedly referred to the Pastoral Base room. Should this happen, it may indicate specific areas that the learner needs to work on in terms of their behaviour, or it may indicate a Special Educational Need that has not been met.

The following systems will be put in place to provide longer-term support for learners:

- 2nd referral to the Pastoral Base in a term – Parent meeting and targets set- HoY to arrange this.
- 4th referral to the Pastoral Base in a term – Parent meeting and targets set- HoY to complete this. Assistant Principal – Behaviour and Attitudes Lead to attend too. Next steps explained.
- 6th referral to the Pastoral Base in a term – referral to the Learning Support Unit (LSU) for a targeted programme
- 8th referral – Further placement in the LSU

See Annex 10: KDI Pastoral Base Record

11. Protocols investigating incidents

Heads of Year, Heads of Department, Leadership Team (LT) and Principal can investigate incidents across the College which may involve consistent poor behaviour, one off incident etc. The protocols for such investigations must be followed.

See Annex 3: Statement Writing Protocols

See Annex 5: Lead Investigator Checklist

12. Exclusion

12.1 Alternatives to exclusion

The College recognises that exclusion from a school is a serious matter, particularly at a College where many learners have experienced significant disadvantage in their lives. We avoid excluding learners where possible and try to achieve the correct balance between the needs of the learner and the needs of the College community. In order to keep exclusion rates low, we use several alternatives to exclusion and ensure that there is early intervention with learners' behaviour.

The following alternatives to exclusion are used by the College:

12.1.1 Learning Support unit (LSU):

This is a unit where learners learn in small groups and are provided with additional interventions to support their behaviour and learning needs. It is also a place where learners with particular needs may be integrated or re-integrated to the college.

12.1.2 Managed Move:

The college participates fully in the managed move process in Newham which involves learners transferring to another Newham school on a trial basis, either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a learner and the Academy. The Academy also receives learners under this scheme and has successfully integrated many learners on this basis.

12.1.3 Alternative Provision:

When a learner is at serious risk of exclusion or consistently failing to engage with the College, alternative provision is considered. This may be in the form of an alternative education provider or a college placement. This may be a flexible part-time provision or a full-time one depending on the needs of the learner. Where possible, this will be done with the support of parents, but under the DfE Alternative Provision Guidance 2013, the College may send a learner without parental agreement, where it is in the best interests of the learner.

12.2 Early Intervention

The College is committed to providing early intervention to support learner behaviour and to ensure that a learner is supported in improving their behaviour. We aim to provide interventions as an entitlement to learners when they are needed, rather than a compensation at a later time. We also recognise that poor behaviour may be a symptom of other needs that a learner may have and we aim to address these as soon as they are identified.

Reintegration meetings: Exclusion is seen as a serious consequence for a learner and their education. When a learner is excluded from the college, a reintegration meeting always takes place before the learner returns. The reintegration meeting is always held with a member of LT present and is seen as an important step in preventing further exclusion.

Mentoring: The college firmly believes that good relationships between staff and learners are crucial to good behaviour, as are a sound knowledge of learners and the investment of time in understanding them. Learners who are at risk of exclusion are given a member of staff (usually their HoY) to report to or to talk to when they have difficulties.

External Agencies: The college engages fully with a range of external agencies to support the needs of learners and to help improve their behaviour. Many of these external agencies such as the Child and Adolescent Mental Health Service (CAMHS) and Social Services carry out their work both externally and at the college. We are fully committed to working in partnership with external agencies to provide our learners with the highest quality of support possible.

Chaplaincy: The college has the chaplaincy hub at its disposal to support learners and to help address some of the issues underlying poor behaviour. This service is available to all learners and it provides a yet another safe space for reflection.

School Police Officer: The College has its own School Police Officer who forms good relationships with learners by being a visible presence at times, carries out preventative work with learners at risk of offending and may attend reintegration meetings for learners following exclusion.

13. Screening and Searching Learners

The LDE 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 learners. As a result, UTC employees may search learners' clothing, bags or lockers without consent for any banned items that the College 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.

13.1 Banned items

Learners 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.

13.2 Mobile Phones

Mobile phones and other electronic devices are allowed and may be used in lessons as aids to learn 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 learn or at social times in designated areas.

Learners' personal electronic devices are brought to the UTC at the risk of the learner. 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.

14. 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 learners committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst learners.

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.

14.1 What is reasonable force?

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with learners.
2. Force is usually used either to control or restrain. This can range from guiding a learner to safety by the arm through to more extreme circumstances such as breaking up a fight or where a learner needs to be restrained to prevent violence or injury.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. As mentioned above, schools generally use force to control learners and to restrain them. Control means either passive physical contact, such as standing between learners or blocking a learner's path, or active physical contact such as leading a learner by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a learner under control. It is typically used in more extreme circumstances, for example when two learners are fighting and refuse to separate without physical intervention.
6. College staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the learner.

Force **cannot** be used to search for items banned under the College rules.

Use of force as a punishment is always unlawful.

15. Malicious Accusations Against UTC Staff

The UTC recognises that there may be occasions which are justified when a learner 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.

16. 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 learners on reports

- Home UTC agreement
  - ***See Annex 11: 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.

17. Restorative Justice

The LDE UTC's 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 learner (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, the College seeks 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.

18. Monitoring, Evaluation and Review

The Principal or Chief Experience Officer (CEO) 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.

This policy will be promoted and implemented throughout the UTC.

19. Links with Other Policies

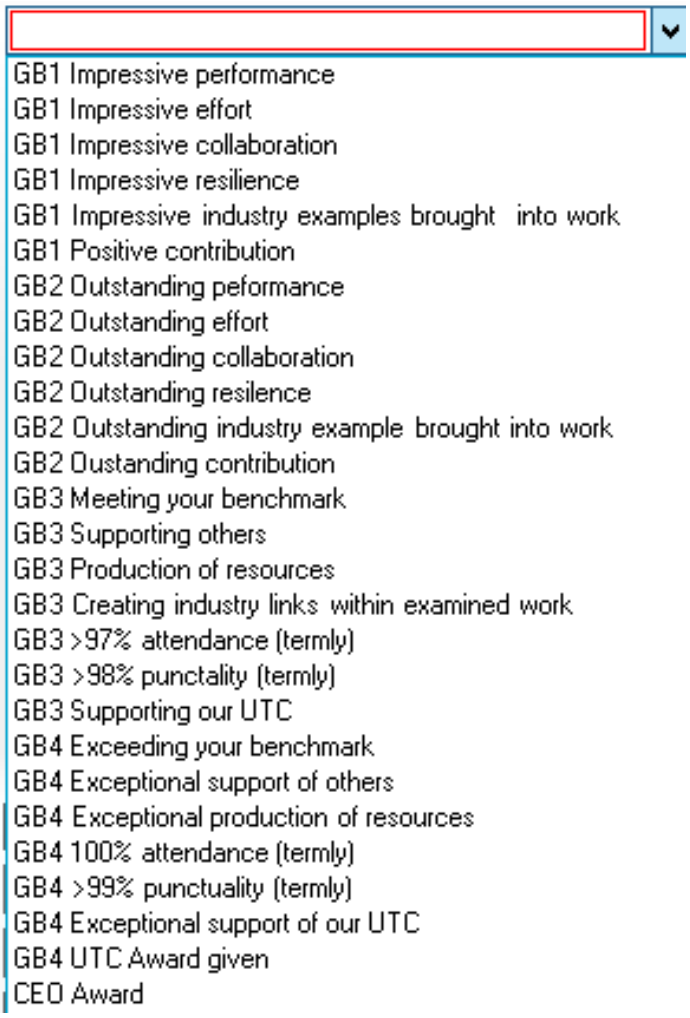
This policy refers to and is in accordance with the following areas of College policy:

- Exclusions Policy
- Anti-Bullying Policy
- Learner Searches Policy
- Restraint
- Drugs and Uniform

20. List of Annexes – including procedures

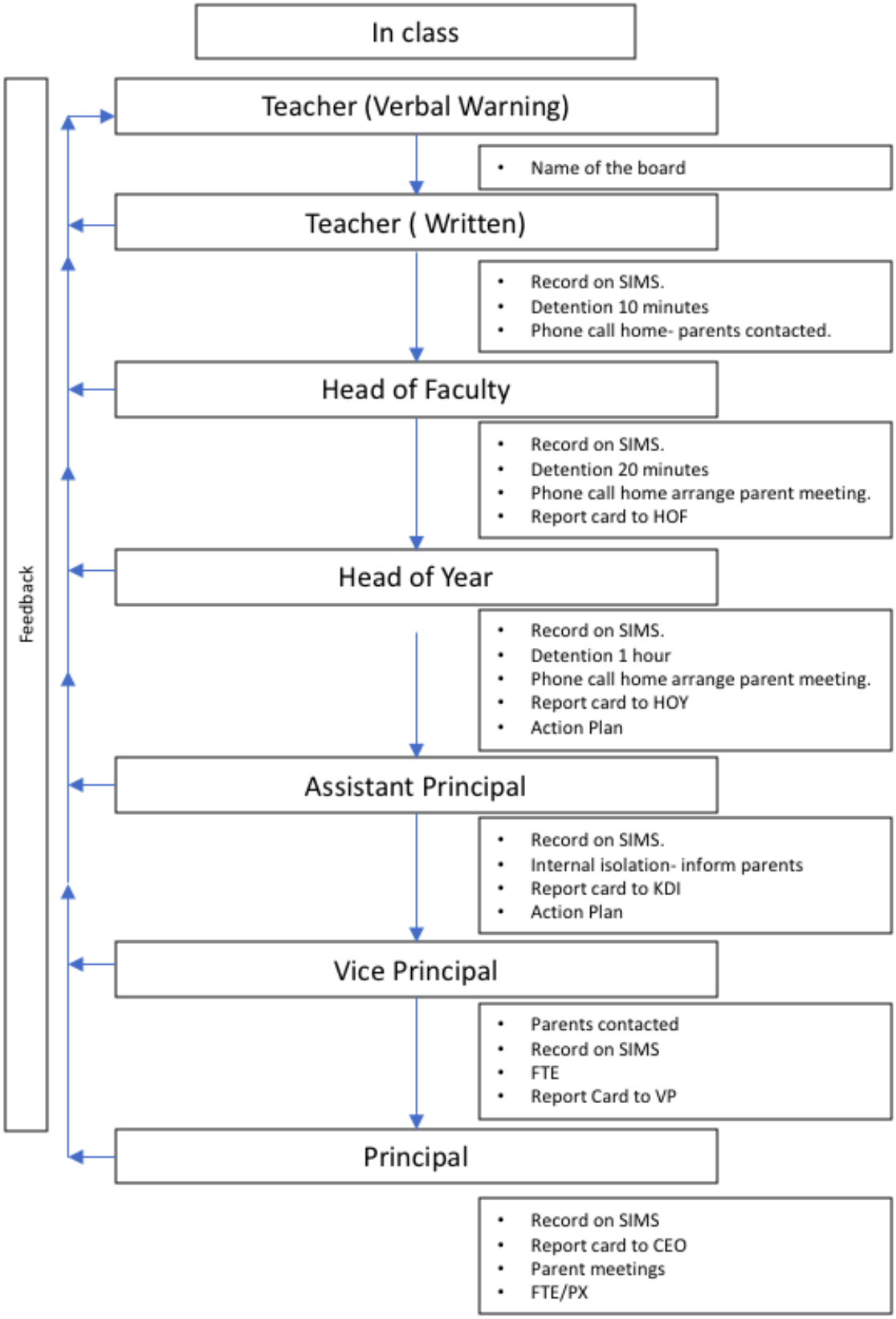
- *Annex 1:* SIMS Positive and Negative Behaviour points.
- *Annex 2:* LDE UTC Behaviours
- *Annex 3: Behaviour Ladder Protocols*
- *Annex 4: Statement Writing Protocols*
- *Annex 5: Lead Investigator Checklist*
- *Annex 6: Warning examples table*
- *Annex 7: Teacher Detention Record*
- *Annex 8: HOD Detention Record*
- *Annex 9: HoY Detention Record*
- *Annex 10: KDI Pastoral Base Record*
- *Annex 11: Home UTC agreement*
- *Example Letters- templates*
    - Letters to parents about learner behaviour
        - First behaviour letter
        - Behaviour letter – return slip
        - Second behaviour letter
        - Third behaviour letter
    - Detention letter
        - Detention letter – return slip

Annex 1: SIMS Positive and Negative Behaviour Points

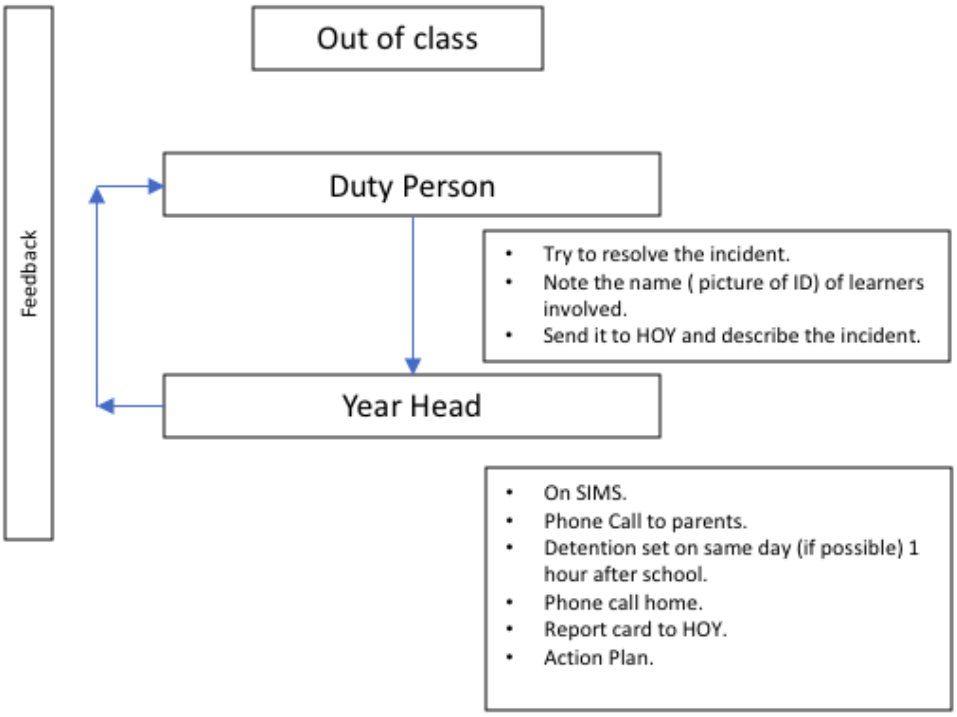


Annex 2: LDE UTC Behaviours

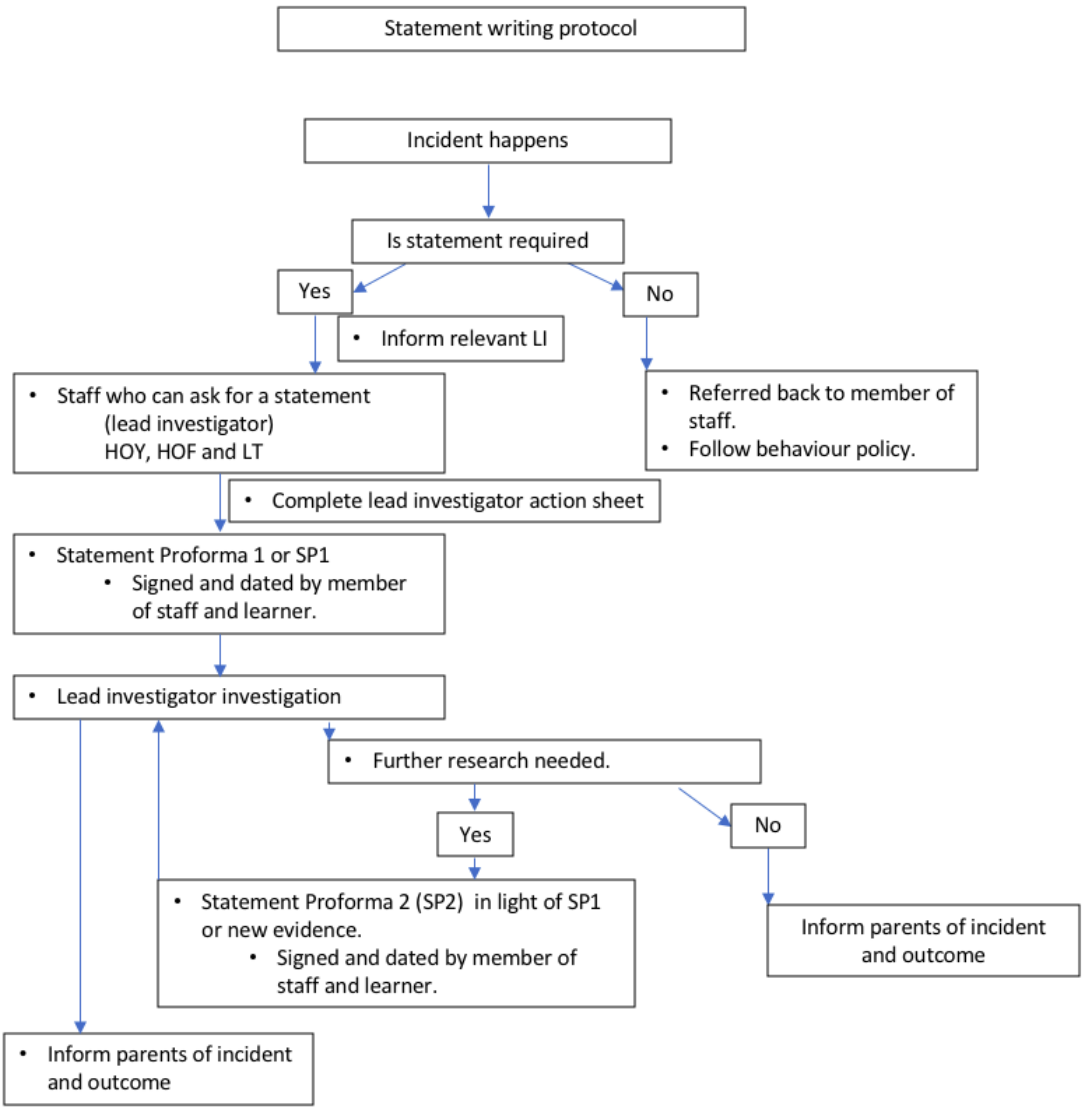
Annex 3: Behaviour Ladder Protocols



Annex 3: Behaviour Ladder Protocols (continued)



Annex 4: Statement Writing Protocols



Overleaf are the relevant forms needed for the above protocol.

Learner Statement Pro Forma I (SP1)

Learner Name	Date	Time	Staff name who collected the statement	Staff name who requested the statement	Learners involved	Witnesses- to include learners, staff and others

Signed (Learner)……. Date…….

Signed (Member of staff who supervised statement writing) ……. Date…….

Learner Statement Pro Forma II (SP2)

(Cross reference statement)

Learner Name	Date	Time	Staff name who collected the statement	Staff name who requested the statement	Learners involved	Witnesses- to include learners, staff and others
Question 1						
Answer						
Question 2						
Answer						
Question 3						
Answer						
Question 4						
Answer						
Question 5						
Answer						
Signed (Learner)……. Date……..						
Signed (member of staff who supervised statement writing) ……. Date……..						

Continue Learner Statement Pro Forma I (SP1E)

(must be stapled to the first page)

Signed (Learner)……. Date…….
Signed (member of staff who supervised statement writing) ……. Date…….

Annex 5: Lead Investigator Checklist

Action to be taken	Yes/No or NA	Additional notes
• Requested statements from all learners involved		
• Requested statements from all witnesses involved		
• Requested statements from all staff/others involved		
• Check CCTV still or video of the incident (IT to put it on a USB)		
• Was there a body search		
• Was there a bag search?		
• Was life endangered?		
• Have police been informed? Reference number?		
• Description of evidence.		
• All statements completed and signed.		

Date: _____ Signed: _____

Behaviour Policy checked and resulted in …….

Annex 6: Warning Examples Table

Warnings are given in lessons for any behaviour that either stops a learner learning or stops others from learning.

Warnings given for	***Immediate referral to the Isolation Room and/or HoY***
• Lateness • Low-level disruption • Calling out • Off-task chatter • Talking over a teacher (or after a countdown) • Distracting others • Bickering or unkindness • Rudeness • Physical contact • Inappropriate language • Inappropriate response to a warning • Refusal to follow instructions immediately • Shouting • Not 'tracking' the teacher when asked Refusal to work • Throwing an object • Lack of equipment • Leaving seat without permission • Chewing gum or eating in class • Use or sound of mobile phone / headphones • Damaging equipment or property • Swinging on chair • Turning around on seat • Failing to sit up straight and pay attention	• Fighting • Abusive or offensive language • Dangerous or violent behaviour • Highly disruptive behaviour

Annex 7: Teacher Detention Record

	Teacher Detention Tracking Protocols (2020-2021)- "insert your name and subject here" Detentions can be set on M, W and Th afterschool or agreed time with the learner.										
Term	First and last name of the leaner	Year group	Reason(s) for the detention- (description of the incident)	Date of the incident	Date of the detention set	Attendance to dention, Yes/No	If not attended, have parents/careers been infomed? Add date when called home, emailed etc.	The new agreed date with parents/careers.	Attendance to new agreed date, Yes/No	If learner fails to attend or the same learner in detention more than 4 times then it is escalated to HoD	Additional info. i.e.SEN, PP, background etc.

Annex 8: HOD Detention Record

Subject Detention Tracking Protocols (2020-2021)- "insert your name and subject here" Detentions can be set on M, W and Th afterschool or agreed time with the learner.											
First and last name of the leaner	Year group	Reason(s) for the detention- (description of the incident)	Date of the incident	Date of the detention set	Attendance to dention, Yes/No	If not attended, have parents/careers been infomed? Add date when called home, emailed etc.	The new agreed date with parents/careers.	Attendance to new agreed date, Yes/No	If learner fails to attend 3rd detention in the row with the HoD, then the HOD arranges a meeting between HoD, Teacher and Parents	Outcomes of the meeting, if not resolved, refer to HoY	Additional info. i.e.SEN, PP, background etc.

Annex 9: HoY Detention Record

Term	First and last name of the leaner	Year group	Reason(s) for the detention- (description of the incident) -One off incident or escalated through teacher and HoD?	Date of the incident	Date of the detention set	Attendance to dention, Yes/No	If not attended, have parents/careers been infomed? Add date when called home, emailed etc.	The new agreed date with parents/careers.	Attendance to new agreed date, Yes/No	If learner fails to attend 3rd detention in the row with the HoY, then the HoY arranges a meeting between HoY, and parents	Outcomes of the meeting, if not resolved, refer to KDI	Additional info. i.e.SEN, PP, background etc.

Annex 10: KDI Pastoral Base Record

Pastoral Base Room tracking and monitoring process (2020/2021)									
Term	Year Group	First and last name of the leaner	Date of Incident	Date(s) spent in pastoral base	Reason	Number of days spent in internal	Outcome	Statement	Additional info. i.e.SEN, PP, background etc.

Annex 11: Home UTC Agreement

	As a College, we will	As a Parent, I or we will	As a Learner, I will
Ethos	• Ensure that the beliefs and practices of the community are taught in an inclusive and respectful way. • Provide a safe, harmonious environment with the support from: industry mentors, pastoral coaches and a multi faith chaplaincy team. • Set clear expectations for behaviour, punctuality, attendance and uniform.	• Support and celebrate the college's ethos and respect the beliefs and practices of others. • Encourage my child to take on new opportunities that will develop their academic, well-being and career potentials. • **Ensure that my child:** ➢ Is dressed in accordance with the colleges uniform policy. ➢ Attends college and attends on time, inform the college of any absences and request 'known absences' in advance.	• Believe in the College's values, be passionate about everything we do, reach higher, be better, be respectful and value everyone, take care, take ownership, be proud, be seen. • Take advantage of all opportunities by taking part. • Don't look back on missed opportunities. • Behave. Be punctual to College and to lessons. • Attend College everyday • Wear the correct uniform and have the correct kit and equipment.
Teaching, Learning & Outcomes	• Provide an inclusive, broad and balanced education, incorporating both the National Curriculum and an extended programme of work-related learning. • Set and mark independent study tasks regularly. • Provide a safe and positive learning environment. Ensure the learning environment is equipped and resourced.	• Attend events and parents' evenings where relevant. Read my child's report and support their learning. • Ensure that your child attends all lessons. • Support your child to hand in work on time. • Support your child with independent study tasks.	• Be actively involved in all aspects of College life. • Attend all lessons and support sessions. • Work to the best of my ability. • Hand work in on time. • Hand in independent study tasks on time. • Revise for examinations. • Ask for support when needed.
Beyond the Classroom	• Provide a range of activities which enrich and develop learning beyond the classroom. • Provide guidance to learners.	• Encourage my child to be a thoughtful, moral and proud member of the LDE UTC and wider community.	• Respect and represent the college with pride, decency and integrity at all times, including on the journey to and from college.
Communication	• Ensure that parents/carers receive regular communication via School Gateway App. • Provide clear information and encouragement to learners regarding progress and attainment through written reports, shared targets and coaching and other opportunities. • Respond to parental concerns promptly and effectively.	• Inform the college via the Personal Coach about all relevant matters of concern at the earliest opportunity. • Read all communication sent by the College and respond promptly where relevant.	• Speak to my Personal Coach or another member of staff if I have a difficulty. • Take all communications home. • Read text messages and emails from the College. • Install College Gateway app on my phone.

Example Letters

Letters to Parents about Learner Behaviour – Templates

First Behaviour Letter

Dear Parent/Carer,

Recently, your child, _____, has not been behaving as well in College as they could.

It is important that your child understands the need to follow our learner code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to college to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second Behaviour Letter

Dear Parent / Carer,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our Learner Code of Conduct.

I would appreciate it if you could arrange to meet me after College so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third Behaviour Letter

Dear Parent / Carer,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in College.

I would be grateful if you could attend a meeting with the Principal, the Special Educational Needs Co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

**Insert details of the meeting time, date and location, as necessary, or how to contact the College to arrange the meeting.*

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear Parent / Carer,

I am writing to inform you that _____, has been given a detention

on this date _____ at this time _____.

The reason(s) for this detention are set out below.

_____

_____

_____

If you need to see me about this matter, please call the College to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to College to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____