



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
3.1	14/09/2021	Kenan Drugzani	Updated to include a section on harmful sexual behaviour.
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4.1	14/09/2022	Kenan Drugzani	Policy updated to reflect changes to behaviour and exclusions/suspensions introduced by DfE. New section on searches and a change in terminology.
5.0	22/09/2022		Version approved by the Board
5.1	14/09/2023	Kenan Drugzani	Policy updated to reflect changes in the staff structure as well as practice. Satchel One is being used to document detentions. Annexes 7 to 10 deleted; remaining ones moved up.
6.0	21/09/2023		Version approved by the Board
6.1	10/09/2024	Kenan Drugzani	New sections about AI, support for suspended learners, mobile phones mental health and SEND were added. Also, minor amendments were made to reflect current practices.
7.0	19/09/2024		The version approved by the Board
7.1	12/09/2025	Kenan Drugzani	Links to DfE guidance updated. Otherwise no changes were made to the policy
8.0	18/09/2025		The version approved by the Board

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, it's 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 will be essential pre-requisites for future success.

1.1 Purpose

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

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

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 legislation and advice from the Department for Education (DfE) on:

- [Behaviour in Schools Advice for headteachers and school staff, February 2024](#)
- [Behaviour in colleges: advice for headteachers and college staff 2022](#)
- [Searching, screening and confiscation at college 2018](#)
- [Searching, screening and confiscation: advice for colleges 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained colleges, academies and learner referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained colleges, academies and learner referral units in England, including learner movement - 2022](#)
- [Use of reasonable force in colleges](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and disability \(SEND\) code of practice](#).

In addition, the policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a college's duty to safeguard and promote the welfare of its learners
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which require colleges to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and give colleges the authority to confiscate learners' property
- [DfE guidance](#) explains that maintained colleges must publish their behaviour policy online
- [DfE guidance](#) explains that academies should publish their behaviour policy and anti-bullying strategy
- Schedule 1 of the [Education \(Independent College Standards\) Regulations 2014](#); paragraph 7 outlines a college's duty to safeguard and promote the welfare of children,

paragraph 9 requires the college to have a written behaviour policy and paragraph 10 requires the college to have an anti-bullying strategy

This policy complies with our funding agreement and articles of association.

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 or 3D Printed
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - “Grinders”,
 - Vapes (e-cigarettes)
 - 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)

Off-site misbehaviour

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

- Taking part in any college-organised or college-related activity (e.g. college trips)
- Travelling to or from college
- Wearing the college uniform
- In any other way identifiable as a learner of our college

Sanctions may also be applied where a learner 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 college
- Poses a threat to another learner
- Could adversely affect the reputation of the college

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

Online misbehaviour

The college can issue behaviour sanctions to learners for online misbehaviour when:

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

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

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, and tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, or any use of violence
Racial	Racial taunts, graffiti, gestures
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
Generative Artificial Intelligence	Use of AI to create content such as images, audio, or video hoaxes

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

6. Harmful Sexual Behaviours / Peer-on-Peer Abuse

Harmful sexual behaviour can manifest itself in many ways. This may include:

- inappropriate or unwanted sexualised touching;
- sexual violence and sexual harassment;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;
- pressurising, forcing, or coercing someone to share nude images (known as sexting or youth-produced sexual imagery);
- sharing sexual images of a person without their consent;
- bullying of a sexual nature online or offline, for example, sexual or sexist name-calling.

Our College also understands the different gender issues that can be prevalent when dealing with harmful sexual behaviour.

CYP can experience harmful sexual behaviour in various settings. This includes at college, at home (or at another home), in public places, and online. At college, issues can occur in places which are supervised and unsupervised. For example, abuse may occur in toilets, corridors, changing areas, common rooms, outside spaces such as the playground and sports facilities, and when CYPs are travelling home.

We want everyone to feel included, respected and safe in our college. We will not tolerate verbal abuse, which includes name-calling and sexist comments and any of the manifestations of harmful sexual behaviour as described above.

How we seek to minimise the risk of harmful sexual behaviour and how we respond to an incident/allegation, including supporting the children and young people (CYP) who have allegedly experienced harmful sexual behaviour, are all set out in our Safeguarding Policy.

7. LDE UTC Code of Conduct

7.1 LDE UTC Code of Conduct: Learners

Golden Section- to adhere at all times

- Arrive at 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 a hand to speak.
- Be independent and focused.
- Collaborate
- Drinking from water bottles is permitted with the 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 the dedicated outdoor space
- Treat the UTC with respect and ensure usage of the 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 college
- 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.

7.2 LDE UTC Code of Conduct: Staff

All staff, teaching and non-teaching will:

- greet learners at the door.
- move around rooms.
- 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.

7.3 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.

The LDE UTC does not take any responsibility for the damage or loss of mobiles.

8. College Behaviour Curriculum

LDE UTC's approach to creating a culture that promotes excellent behaviour is based on the premise that we believe that ***“every day is an interview day”***.

Behaviour expectations and routines we expect learners to follow are:

- Arrive at 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.

- Treat the college buildings and college property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the college into disrepute, including when outside college or online

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

Responding to Behaviour

8.1 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

8.2 Confiscation

Any prohibited items (as listed in section 4 of this policy) found in a 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](#). See section 13 of this policy.

8.3 Safeguarding and mental health

The college recognises that changes in behaviour may be an indicator that a learner needs help or protection.

We will consider whether a learner'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.

LDE UTC is committed to addressing the mental health needs of its learners as part of its behaviour policy. All staff are trained to recognise signs of potential mental health concerns and will take appropriate action through referrals and early intervention. In situations where behaviour may be linked to mental health, staff will work closely with the pastoral team and mental health professionals to ensure that learners are supported, and any disciplinary measures are carefully considered in light of the learner's well-being.

8.4 Responding to good behaviour

When a learner'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 college's culture and ethos.

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies (Amazon Vouchers)
- Positions of responsibility, such as tour guides
- Whole-class or year-group rewards, such as a popular activity and positive points on SIMS.

8.5 Responding to Mis-Behaviour

When a learner'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 learners know with certainty that misbehaviour will always be addressed.

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

All learners 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 learner to help them meet behaviour standards in the future.

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

- Sending the learner out of the class to another lesson following the relocation timetable, or directly to the pastoral base
- 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 college
- Loss of privileges – for instance, the loss of a prized responsibility
- College-based community service, such as tidying a classroom
- Referring the learner to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract in conjunction with the Head of Year (HoY)
- Putting a learner ‘on report’
- Removal of the learner from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the learner 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.

8.6 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

9. Praise and Rewards

9.1 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 congratulatory postcards home to parents where they feel a learner deserves particular praise.

See Annex 2: LDE UTC Behaviours.

9.2 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, coordinated 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

9.2.1: Formal Warning

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

- Dealt with immediately by a member of staff.

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

The following 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 its own timetable.) 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 of a detention.
- Facilitate a detention.

See Annex 3: Behaviour Ladder Protocols

See Annex 6: Warning examples table

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

Heightened concerns usually result 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 Curriculum Leads and Head of Year.

See Annex 3: Behaviour Ladder Protocols

9.2.3: 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 Pastoral Base and fixed term suspension (agreed by the Principal).

See Annex 4: Statement Writing Protocols

See Annex 5: Lead Investigator Checklist

9.2.4: 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 the Vice Principal.
- Final decision on any suspension rests with the Head of School.

See Annex 1: LDE UTC Behaviours

10. 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

10.1 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 incidents should not lead to a College Detention. The teacher logs all detentions through Satchel One. Staff wishing to give a learner a subject detention should discuss and agree this with their Curriculum Lead.

10.2 Subject Detentions- Curriculum Lead

Subject detentions run each afternoon between 3.00pm – 5pm, Monday, Wednesday, and 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 and parents are informed verbally by teachers and the HoY, and an additional reminder is visible on Satchel One.

If a learner fails to attend a detention, parents must be notified.

Teachers and subject leaders are required regularly to complete and maintain an accurate record of their detentions, outcomes, etc. This is to be used for further escalation, such as a pastoral-based intervention, etc. Assistant Principal (Behaviours and Attitude) provides the proforma at the start of the academic year.

10.3 Whole College Detentions- Head of Year

Whole College detentions run every Friday, 2:00pm to 3:00pm The HoYs may change this time depending on the time available.

Whole College detentions should be issued for more serious issues 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 a rota basis.

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 the pastoral base by the Pastoral Lead for Behaviour.

The HoY will meet with the parents of learners who 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 their responsibility to contact the member of staff running the detention.

10.4 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 2 sessions in a week. This results in a detention which varies in length depending on the number of lates.

N.B. Lates arrivals to lessons will be dealt with by the teachers.

11. Pastoral Base

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 a 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 who 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 spend additional time in the Pastoral Base.

Who can refer learners to the Pastoral Base?

- Curriculum Lead (Given that – parents contacts, teacher and subject detentions, meetings with parents, etc. have taken place).
- Heads of Year
- Pastoral Lead - Behaviour
- 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. Pastoral Lead - Behaviour to attend to. 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 7: KDI Pastoral Base Record- The tracking is online through Microsoft SharePoint Forms.

12. Protocols investigating incidents

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

See Annex 3: Statement Writing Protocols

See Annex 5: Lead Investigator Checklist

13. Suspension

13.1 Alternatives to suspension

LDE UTC views suspension and exclusion as a last resort and is committed to using alternative strategies wherever possible. The College also recognises that suspensions and permanent exclusions from a school/college are a serious matter, particularly at the LDE, where many learners have experienced significant disadvantage in their lives. We avoid suspending 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 suspension rates low, we use several alternatives to suspensions and ensure that there is early intervention with learners' behaviour.

These include restorative practices, mentoring programs, and managed moves, which help prevent the escalation of behavioural issues. Where exclusion or suspension is necessary, we will ensure that it is proportionate and fair, taking into account the circumstances and needs of the individual learner.

Following any suspension, a reintegration meeting will be held with the learner, their parents/carers, and a member of the senior leadership team to discuss the behaviour, provide support, and set clear expectations moving forward. The aim of the meeting is to reintegrate the learner smoothly back into the college environment, minimising any disruption to their learning and well-being.

Additionally, where learners have been excluded or suspended, they will receive targeted behavioural support, including personalised behaviour plans and, where appropriate, input from external support services, such as mental health professionals or SEND specialists. This will ensure that learners receive comprehensive support to reduce the likelihood of repeated exclusions or suspensions.

Through this approach, the college aligns its policy with the February 2024 DfE guidance, which advocates for early intervention, alternative disciplinary strategies, and holistic reintegration of learners post-exclusion or suspension.

The LDE follows all of Newham's protocols and the Department for Education's Suspension and Permanent Exclusion for maintained schools, academies and pupil referral units in England for all permanent exclusions and suspensions. [Click here to access the guidance.](#)

A copy of the letter(s) sent to the parent about the permanent exclusion of a learner will be signed by the Principal or teacher in charge and sent with the form.

The College uses the following alternatives to suspension:

13.1.1 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 reintegrated into the college.

13.1.2 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.

The LDE follows all of Newham's Protocols and the Department for Education's Suspension and Permanent Exclusion for maintained schools, academies and pupil referral units in England for all managed moves.

During the completion of the managed move, the appropriate forms will be signed by the principal and parents for the local authority to consider. The local authority will be made aware of all managed moves.

13.1.3 Alternative Provision:

When a learner is at serious risk of suspension (or permanent 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.

13.2 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: Suspension is seen as a serious consequence for a learner and their education. When a learner is suspended 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 suspension.

Mentoring: The college firmly believes that good relationships between staff and learners are crucial for good behaviour, as is a sound knowledge of learners and the investment of time in understanding them. Learners who are at risk of suspension 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 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 suspension.

13.3 Supporting learners following a sanction and or suspension (internal or external)

Following a sanction, the college will consider strategies to help learners understand how to improve their behaviour and meet the expectations of the college. Overall, learners will have reintegration meetings with their HoY and Pastoral lead or Principal following a suspension. For less severe sanctions such as time spent in the pastoral base, or LSU, learners will be in daily contact with the HoY and may have a report card with personalised behaviour goals.

Below are the details of the additional strategies and frameworks to ensure that learners receive comprehensive support after a sanction or suspension, helping them reintegrate and avoid future issues.

Reintegration Plans: After any suspension, LDE UTC will develop a **Reintegration Plan** tailored to the learner. This plan will include short-term and long-term goals for the learner, with clear behavioural expectations and regular check-ins with pastoral staff. The reintegration process will ensure the learner is supported academically, socially, and emotionally upon returning to school.

Behavioural Support Programs: In cases where behavioural issues persist, the learner will be placed into a **Behaviour Support Program**, which may include daily or weekly mentoring sessions with a designated staff member, pastoral staff, or external agencies. This structured program will provide the learner with additional tools to manage their behaviour, helping them identify triggers and develop strategies to prevent the recurrence of misbehaviour.

Engaging Parents and Carers: Parents and carers will be actively engaged throughout the process. This includes regular communication during the suspension period and participation in the reintegration meeting. A **Home-School Behaviour Contract** may be implemented, where both the school and family commit to supporting the learner's improvement in behaviour. Parents will also be informed of any additional support services available, such as parenting programs or external agencies that may assist with managing behaviour at home.

Targeted Interventions: For learners with persistent behavioural issues, **Targeted Interventions** will be used. These may include referrals to **mental health professionals, SEND specialists**, or participation in small-group interventions focused on social-emotional learning. The interventions aim to provide learners with strategies to cope with social, emotional, or cognitive difficulties that may contribute to their behaviour."

Check-ins and Progress Reviews: After reintegration, the learner will have regular **check-ins with pastoral staff** to ensure they are settling back into the school environment and meeting their behavioural goals. Progress reviews will be held with the learner, their family, and key staff to adjust the Reintegration Plan as needed. These reviews will focus on acknowledging improvements and identifying any continuing issues that need further support.

External Agency Support: LDE UTC works closely with a range of **external agencies** to support learners at risk of repeated suspensions. These agencies, such as CAMHS (Child and Adolescent Mental Health Services), social services, and educational psychologists, provide additional expertise to address complex issues that may be influencing the learner's behaviour."

14. 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.

14.1 Searches

Overall approach:

The LDE UTC empowers staff to conduct searches of learners' property when there are reasonable grounds to suspect possession of prohibited or harmful items. Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Searches will be conducted in a respectful and lawful manner, ensuring a witness is present, and will typically involve same-sex staff members unless immediate risk prevents this. Should more invasive searches be necessary, such as strip searches, these will only be conducted by law enforcement officers, in line with the latest government guidance. Parents will be informed immediately if a strip search is conducted, and appropriate pastoral support will be offered to the learner involved

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, 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 learner 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 a 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 learner; **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 headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the learner. During this time, the learner will be supervised and kept away from other learners.

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

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the college premises or where the member of staff has lawful control or charge of the learner, for example, on a college 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 learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the learner
- Explain to the learner why they are being searched
- Explain to the learner 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 learner the opportunity to ask questions
- Seek the learner's co-operation

If the learner 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 designated safeguarding lead or pastoral lead to try and determine why the learner is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the learner. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner from harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4, but not to search for items that are only identified in the college rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a learner'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

14.2 Searching learners' possessions

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

- Desks
- Lockers
- Bags

A learner's possessions can be searched for any item if the learner agrees to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items (listed in section 4) and items identified in the college rules.

An authorised member of staff can search a learner's possessions when the learner 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.

14.3 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 learner 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 college's safeguarding system.

14.4 Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). 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 college has taken, including any sanctions that have been applied to their child

14.5 Support after a search

Irrespective of whether any items are found as the result of any search, the college will consider whether the learner 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 college'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.

14.6 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 college 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 college, staff will assess and balance the risk of a potential strip search on the learner'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 college premises, the decision on whether to conduct a strip search lies solely with them. The college will advocate for the safety and well-being of the learner(s) involved. Staff retain a duty of care to the learner involved and should advocate for learner wellbeing at all times.

14.7 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the learner's parents to inform them that the police are going to strip search the learner before the strip search takes place, and ask them if they would like to come into college to act as the learner's appropriate adult. If the college can't get in touch with the parents, or they aren't able to come into college to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

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

14.8 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 learner, except in urgent cases where there is risk of serious harm to the learner or others.

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

- The learner 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 learner's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the learner and the appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

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

Except for an appropriate adult of a different sex if the learner 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 learner could be seen by anyone else.

14.9 Care after a strip search

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

As with other searches, the college will consider whether the learner 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 college'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 learner(s) who have been strip searched more than once and/or groups of learners 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.

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

14.10 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

- Replica weapons (including toys)
- Drugs (exceptions are made for medical purposes)
- Illegal drugs
- Alcohol
- Tobacco products, cigarettes and cigarette papers
- Chewing gum
- Stolen items
- “Grinders”,
- Vapes (e-cigarettes).
- 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)
- 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.

14.11 Mobile Phones

It is acknowledged that schools have a responsibility to create a calm, safe, and distraction-free environment where all learners, regardless of their background, can learn and flourish. The presence of mobile phones can pose challenges in achieving this. At LDE UTC, we understand that effectively managing mobile phone use is crucial to maintaining learners' focus and ensuring their success in lessons. We also recognise that effective use of mobile phones can have a positive impact on learning.

Mobile phones are not to be seen during lessons. Learners are not to use mobile phones in lessons without the teacher's permission.

Below, we outline how we minimise the distractions caused by mobile phones while maximising their potential for effective use.

During lessons:

Phones must remain switched off and stored securely in bags or lockers during lessons.

Learners, when instructed and given explicit permission from the member of staff responsible for the lesson, can have mobile phones visible and use them as appropriate to aid with learning, such as researching, fact-checking, etc. Failure to follow this instruction will lead to the phone being confiscated for the lesson.

Outside lessons (breaks and lunches)

Learners may have their phones out during breaks and lunches unless they are in a supervised study, revision session or in detention with a teacher.

Lesson change over

Mobiles are not to be used during lesson changeovers.

Headphones/Ear Pods

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 (breaks and lunches).

Headphones should be removed from ears when learners are speaking to members of staff, including during breaks and lunches.

Learners' mobiles and other 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.

In order to mitigate the risks of distraction, disruption, bullying and abuse, teachers and the pastoral team may request that learners put their mobile phones in a box and keep(store) them at the front of the class.

In cases where learners fail to consistently follow the use of phones as per policy, the family will be informed that the mobile phone will be taken by the pastoral team in the morning and given to the learner at the end of the day.

15. The Use of Reasonable Force

The UTC acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, under which all its employees have a legal power to use reasonable force to prevent learners from 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.

15.1 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.

15.2 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with learners. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a learner 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 learner, including SEND, mental health needs or medical conditions.

16. Malicious Allegations 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.

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the college (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the learner 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 college will also consider the pastoral needs of staff and learners 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 learners.

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

17. Responding to Misbehaviour from Learners with SEND

17.1 Recognising the impact of SEND on behaviour

The college recognises that learners' 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 learner's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a learner's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from learners with SEND, especially where their SEND affects their behaviour, the college will balance its 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 learner caused by the college's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of learners with SEND ([Children and Families Act 2014](#))
- If a learner has an education, health and care (EHC) plan, the provisions set out in that plan must be secured, and the college must co-operate with the local authority and other bodies

As part of meeting these duties, the college 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 learner concerned.

Our approach to anticipating and removing triggers of misbehaviour is shown below. (This is not an exhaustive list.)

- Short, planned movement breaks for a learner with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a learner with a visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a learner with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where learners can regulate their emotions during a moment of sensory overload

At LDE UTC, we are committed to making reasonable adjustments to support learners with SEND and ensure they are not disproportionately affected by behaviour management policies. Adjustments may include offering breaks, modifying work or tasks to reduce behavioural triggers, and utilising sensory-friendly spaces.

Staff will be trained to recognise the connection between behaviour and a learner's SEND, and decisions regarding discipline will take this into account.

This is in accordance with the legal duties under the Equality Act 2010 and the Children and Families Act 2014

17.2 Adapting sanctions for learners with SEND

When considering a behavioural sanction for a learner with SEND, the college will take into account:

- Whether the learner was able to understand the rule or instruction?
- Whether the learner was unable to act differently at the time as a result of their SEND?
- Whether the learner 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 college to sanction the learner for the behaviour.

The college 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.

17.3 Considering whether a learner displaying challenging behaviour may have unidentified SEND

The college's special educational needs co-ordinator (SENCO) may evaluate a learner 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 learner, 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.

17.4 Learners with an education, health and care (EHC) plan

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

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

18. 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 in 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.

19. 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 they have caused. It is accepted that the use of restorative approaches is not appropriate for 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, as 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.

20. Monitoring, Evaluation and Review

The Principal or Vice Principal (Personal Development and Wellbeing) 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.

21. Links with Other Policies

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

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

22. 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: KDI Pastoral Base Record*
- *Annex 8: 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

GB1 Impressive performance
GB1 Impressive effort
GB1 Impressive collaboration
GB1 Impressive resilience
GB1 Impressive industry examples brought into work
GB1 Positive contribution
GB2 Outstanding performance
GB2 Outstanding effort
GB2 Outstanding collaboration
GB2 Outstanding resilience
GB2 Outstanding industry example brought into work
GB2 Outstanding contribution
GB3 Meeting your benchmark
GB3 Supporting others
GB3 Production of resources
GB3 Creating industry links within examined work
GB3 >97% attendance (termly)
GB3 >98% punctuality (termly)
GB3 Supporting our UTC
GB4 Exceeding your benchmark
GB4 Exceptional support of others
GB4 Exceptional production of resources
GB4 100% attendance (termly)
GB4 >99% punctuality (termly)
GB4 Exceptional support of our UTC
GB4 UTC Award given
CEO Award

BB1 Arriving late
BB1 Poor attitude
BB1 Lack of work
BB1 Lack of engagement
BB1 Talking over a teacher
BB1 Inappropriate language
BB1 Hands off rule
BB1 Incorrect uniform
BB1 Eating or drinking
BB1 Chewing gum
BB1 Disturbing others
BB1 Arguing with others
BB1 Using mobile technology without permission
BB2 Persistent offences as described in B1
BB2 Failed to attend a B1 detention
BB2 Sent out of lesson
BB2 Leaving lesson without permission
BB2 Minor damage to property of others
BB2 Arguing with staff
BB2 Rude to staff during lessons
BB2 Rude to staff outside lessons
BB3 Persistent offences as described in B2
BB3 Failed to attend a B2 detention
BB3 Truancy
BB3 Bad language towards staff
BB3 Bullying/aggressive behaviour
BB3 Having or being under the influence of illegal substance
BB3 Theft
BB3 Major damage to property
BB3 Plagiarism

Annex 2: LDE UTC Behaviours



Good Behaviours GB



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

3
Outstanding Performance

GB3

Academic

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

Pastoral

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

5
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

10
Exceptional Award

50
CEO Award

Rewards	50 points	100 points	200 points	300 points
<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>	<ul style="list-style-type: none"> Bronze certificate Postcard home Phone call to parents/carers from sector tutor Permission to go on reward trip 	<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 	<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 	<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

Bad Behaviours



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

-3
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

-5
Investigation

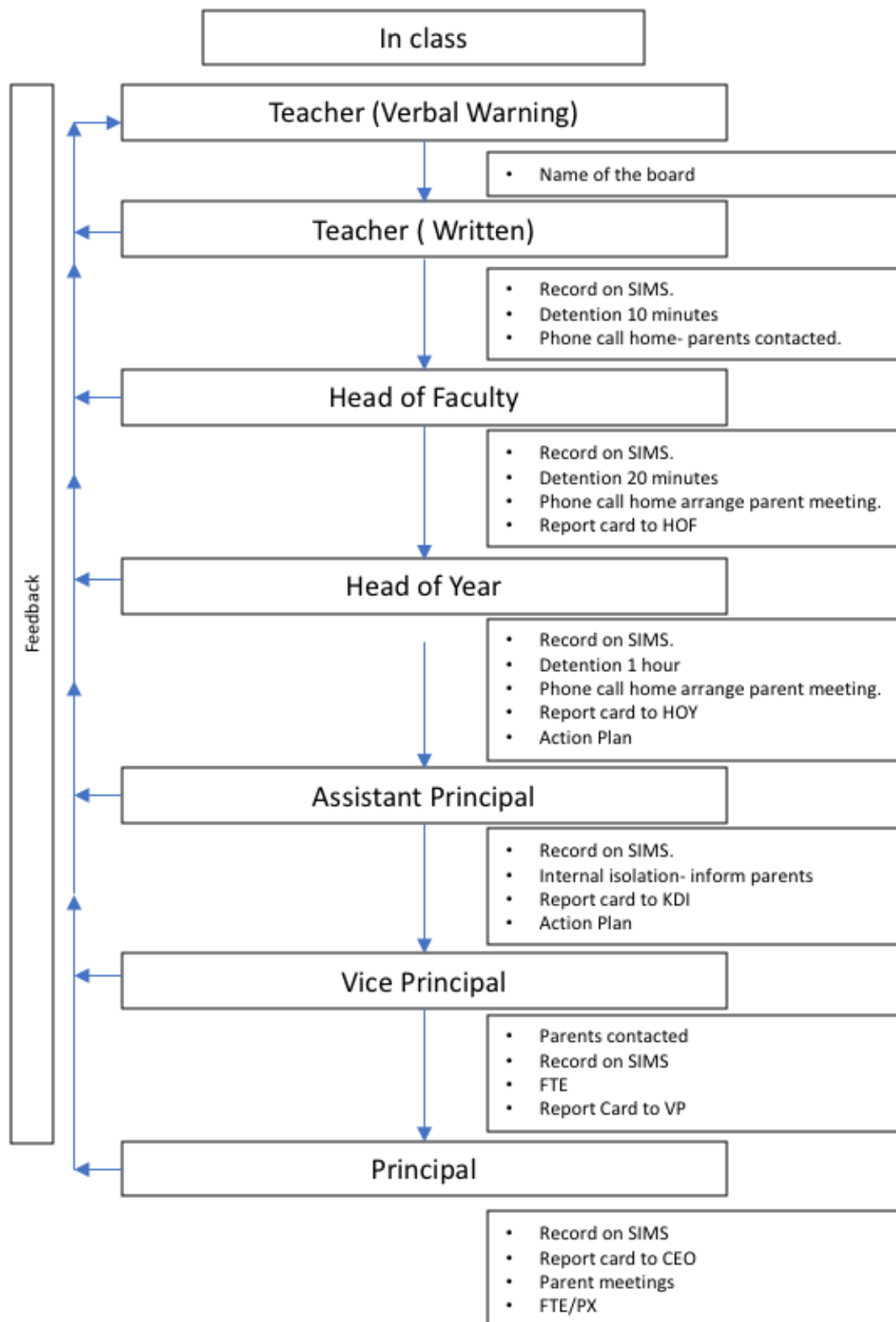
BB4

- Persistent offences as described in B3
- Intimidating and extreme behaviour (incl. violence)
- Racist, sexist, biphobic, homophobic discriminatory behaviour
- Assaulting another person
- Bringing and/or selling illegal substances
- Vaping/smoking in college or possession
- Bringing weapons into school
- Arson (police)
- Fraud
- Bringing the school into disrepute
- Stealing (incl. college property)

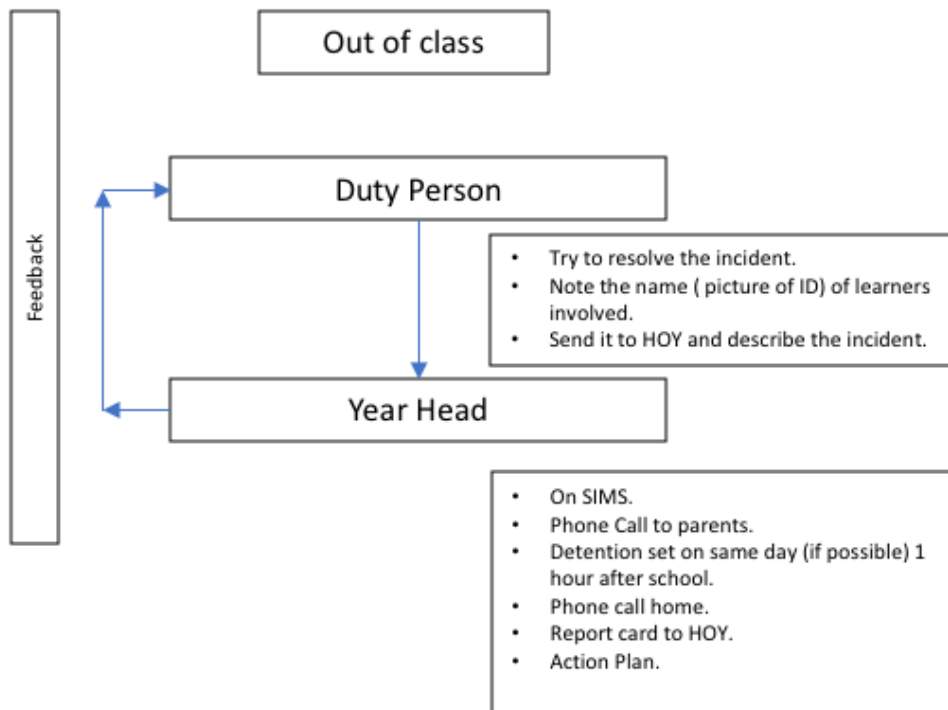
-10
Disciplinary possible dismissal

Consequences	10 Minute Detention (Teacher)	20 Minute Detention (CL)	Friday After School Detention (HoYs/AP)	Fixed Term Suspension
<p>1 -point = -10p</p> <p>All behaviours and points will be recorded on your school file through SIMS.</p>	<ul style="list-style-type: none"> Set by teacher during break or lunch times Learner & teacher discussion Phone call home by the teacher. Record on SIMS Initiative 	<ul style="list-style-type: none"> Discussions with CL, teacher and learner. Phone call home to by CL or SL Meeting CL, HOY, teacher, learner set by CL. CL can request a meeting with parent Record on SIMS Initiative 	<p>or</p> <p>Pastoral Base Detention</p> <ul style="list-style-type: none"> Set by AP behaviour and/or HOYs. Letter sent home. Meeting with Parents/Carers and HOY or AP behaviour. 	<p>or</p> <p>Permanent Exclusion</p> <ul style="list-style-type: none"> Set by Head of School Meeting with Parents/Carers. LT Behaviour Lead-monitoring and report

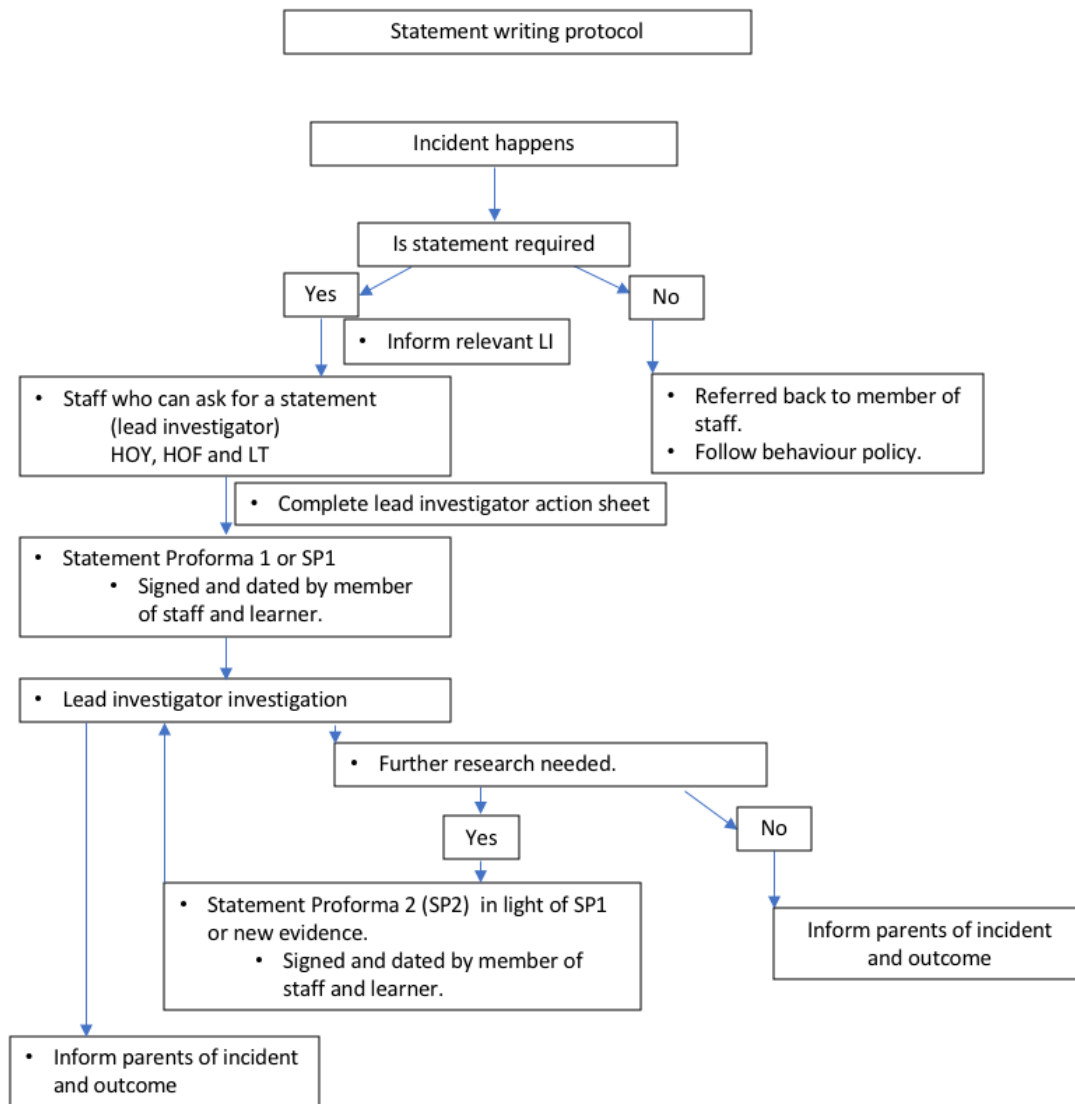
Annex 3: Behaviour Ladder Protocols



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)

[Large empty rectangular box for writing the statement]

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 Pastoral Room and/or HoY
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Fighting • Abusive or offensive language • Dangerous or violent behaviour • Highly disruptive behaviour

Annex 8: Home UTC Agreement

	As a College, we will	As a Parent, I or we will	As a Learner, I will
Ethos	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ➢ 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Provide a range of activities which enrich and develop learning beyond the classroom. • Provide guidance to learners. 	<ul style="list-style-type: none"> • Encourage my child to be a thoughtful, moral and proud member of the LDE UTC and wider community. 	<ul style="list-style-type: none"> • Respect and represent the college with pride, decency and integrity at all times, including on the journey to and from college.
Communication	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: _____