



# Behaviour & Conduct Policy

<b>Document Version</b>	<b>Version 1.0</b>
<b>Date of Last Review</b>	<i>10<sup>th</sup> January 2023</i>
<b>Next Review Date</b>	<i>10<sup>th</sup> January 2024</i>
<b>Approving Body</b>	<i>Board of Governors</i>
<b>Document Author</b>	<b>Will Chitty - Principal</b>

## Revisions Log

<b>Date</b>	<b>Pages/Whole Document</b>	<b>Description of Change</b>	<b>Origin of Change (e.g. Routine Update, request for Review)</b>

## Contents

1. Aims
  2. Legislation and statutory requirements
  3. Definitions
  4. Bullying
  5. Roles and responsibilities
  6. Pupil code of conduct
  7. Rewards and sanctions
  8. Behaviour management
  9. Pupil transition
  10. Training
  11. Monitoring arrangements
  12. Links with other policies
    - Appendix 1: written statement of behaviour principles
    - Appendix 2: UTC Conduct Curriculum
- 

## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Support our school curriculum vision to make all students; successful learners, confident inspired individuals, aspiring responsible citizens
- Define what we consider to be unacceptable behaviour, including bullying, prejudice and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## 2. 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](#)
- [Keeping Children Safe in Education](#)
- [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](#).

In addition, this policy is based on:

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

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Behaviour that renders the school environment unsafe for staff or students
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Misogynistic behaviour
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Bring the school into disrepute
  - Poor behaviour in the community either in uniform or otherwise identifiable as a member of the school
  - Behaviour online which either references the school, targets members of the school community, or results in the student in question being identified as a member of the school
- Smoking (including cigarettes & vaping)
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons (including makeshift items deemed a danger)
  - Alcohol
  - Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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 pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming/targeting 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

In school every day we follow The Anti-Bullying Alliances key principles of listening, celebrating differences, including all, reporting, believing, taking action, understanding, challenging and respecting. Our anti-bullying policy also underpins all these principles and our school ethos of *'Raising achievement in partnership with families and the community.'* reflects how we work with our pupils, parents, carers and staff to create an environment where everyone feels safe, secure and able to achieve and enjoy their time here.

Our anti-bullying policy is in line with the Equality Act 2010 which prevents discrimination against people based on a number of different factors. It has been written in collaboration with our anti-bullying ambassadors from each year group.

### **What do we mean by bullying?**

Our pupils used several key words to describe bullying, but they all agreed that it can be emotional, physical or verbal, that it is targeted and that it is repeated.

**“Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power.**

**It can be verbal, physical or psychological.**

**It can happen face to face or online.” (ABA website 2020).**

### **Strategies for Prevention of Bullying**

We take every step to ensure we reduce the incidents of bullying at our school. These are just some of the methods we use on a daily basis.

- i) Fostering an anti-bullying atmosphere
- ii) Developing preventative approaches through the curriculum
- iii) Establish procedures to deal with bullying
- iv) Creating a safe atmosphere for the disclosure of bullying including an anonymous bullying box.
- v) Logging all incidents on the BPHI log (Bullying, Prejudice and Hate Incidents) so we can spot trends and take appropriate preventative action.
- vi) Acknowledging and dealing with the presence of an incidence of cyber bullying
- vii) Identify and carefully police high risk locations in school.
- viii) A quiet area for use at lunchtime in a computer room.
- ix) A homework room for lunchtime.
- x) Provide support for victims through peer support and teacher support
- xi) Restorative dialogue
- xii) Learning opportunities through SMSC/Life Studies/Tutor Time

### **Reporting of Bullying**

Any student who has been bullied should feel that their situation is listened to sympathetically by the staff involved.

If you are concerned that your child is being bullied in school you must report it to school. Anyone is able to record bullying incidents and they will pass the record on to the relevant staff to investigate the situation. It can be reported to form tutors, teachers, teaching assistants, school leaders or anonymously in the student suggestion box by reception. You can also contact school via the telephone number 01270 218150 or via [enquiries@creweutc.org.uk](mailto:enquiries@creweutc.org.uk) and all information will be passed on to the most appropriate staff.

After the incident has been reported, staff will speak to the student being bullied. Other witnesses maybe interviewed as well as staff and finally the perpetrator. It may also be appropriate to make copies of any online communication. All interviews are completed separately for the protection of the person who is being bullied and any witnesses. If an apology is appropriate, this will be completed either verbally or written and put on file. Victims take an active role in the process, while offenders are encouraged to take responsibility for their actions to repair the harm they've done.

The incident will be logged on our BPHI log and a decision will then be made as to the course of action. Depending on the seriousness of the incident, parents may be contacted. All reports are followed up four weeks later to ensure there are no repeated incidents.

### **Cyber-Bullying Advice**

As a school we fully appreciate the difficulties parents and pupils can experience with cyber bullying online. On a day-to-day basis we are dealing with an ever increasing number of incidents involving social media and we investigate them and apply sanctions the best we can.

There are some things you can actively do at home if you are worried about cyber-bullying:

- i) Advise the person not to retaliate or reply. Instead, keep the evidence and take it to their parent or a member of staff.
- ii) Advise the person to consider what information they have in the public domain
- iii) Unless the victim sees it as a punishment, they may be advised to change e.g. mobile phone number
- iv) If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it. Alternatively, contact the host provider and make a report to get the content taken down
- v) In some cases, the person being bullied may be able to block the person bullying from their sites and services.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

### **5.2 The Principal**

The Principal is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Principal will also approve this policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Challenging poor behaviour
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

The UTC Conduct Curriculum makes clear our expectations of pupils in lessons, in social time and on their journey to and from school. You will find this document in the appendix.

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Achievement points
- Postcards home
- Certificates of achievement (recorded in students' LORIC file)
- Letters or phone calls home to parents
- Rewards trips

### Criteria for inclusion on reward trips

- Student's attendance must be above 96% unless there are exceptional circumstances.
- No more than 5 lates to school
- Excellent conduct as decided by the pastoral leader

**The school may use one or more of the following sanctions in response to unacceptable behaviour:**

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Step Out to Sir William Stanier
- Internal exclusion

We may use internal exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to a different room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. We will aim to reintegrate students back into the following lesson if they are deemed able to attend without causing further disruption.

The process is managed by the Principal.

We make use of the Step Out facilities at Sir William Stanier which include an internal exclusion room. These facilities are used in a strategic, pre-planned fashion and parents are also consulted before arranging for their child to be educated off site for any period of time.

## **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Thorough
- Considered
- Supportive
- Decided on a case-by-case basis
- Transparent and well communicated

Sanctions for sexual harassment and violence may include:

- Internal exclusion and re-education
- Referral to our school's police officer
- Suspension (was fixed term exclusion)
- Permanent exclusion

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

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

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

## **7.3 Off-site behaviour**

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

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



Sanctions may also be applied where a pupil 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 school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

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

#### **7.4 Malicious allegations**

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

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

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

## **8. Behaviour management**

### **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 an environment that encourages pupils to be engaged
- Develop a positive relationship with pupils by:
  - Greeting pupils at the start of lessons
  - Start every lesson with a retrieval 'Do Now' activity
  - Establishing clear routines
  - Seating students proactively in the classroom
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

The staged system below is used to track patterns of behaviour and identify students requiring additional attention/support from the pastoral team.

### **Stage 1**

- Students who display disruptive behaviours receive sanctions and guidance.
- Incidents are logged as behaviour points on Edulink/SIMs
- Parents are alerted automatically via the EduLink parent app

### **Stage 2**

- Escalation to Stage 2 is logged on the Behaviour Pyramid for review by the Principal/VP
- Students who display repeated disruptive behaviour are referred by classroom teachers to their faculty leader
- Faculty leaders may issue further detentions, place students on report, invite parents/carers in for a meeting, seek advice from pastoral leaders.

### **Stage 3**

- Escalation to Stage 3 is also logged on the Behaviour Pyramid for review by the Principal/VP
- Stage 3 indicates that a student is causing concern in more than one faculty area and so the pastoral leader will lead on their intervention
- Pastoral leaders will assess the full behavioural picture of the student and gather a range of evidence to establish a strategy and tailor the pastoral support.
- Serious incidents such as swearing at a teacher, fighting etc. will be referred directly to the pastoral leader at Stage 3
- Pastoral leader will adopt a more personalised approach to dealing with behaviour at this level, for example a report card or referral to the IEU etc.

Students will be placed on report for:

- Disruption to learning
- Use of mobile phone
- Defiance
- Truancy
- Persistent lateness
- Following an exclusion

### **Stage 4**

- This is when a student is considered to be at risk of exclusion by continually misbehaving despite a range of supportive strategies.
- The Vice Principal will be supporting the student and pastoral leader in establishing tailored provision and pastoral support.
- A Pastoral Support Programme, with contract signed by student/school/parent, is agreed and is put in place and depending on the circumstances tailored provision or alternative curriculum provision may be an option. A review may take place following a set period of time depending on the support plan.
- Our SENCO will look at the options of accessing additional external agencies. Many of our students who are referred to external agencies will be vulnerable and may have additional needs. Agencies supporting our students have included: the local Police, CAMHS, one to one counselling etc.

### **Stage 5**

- Students at Stage 5 risk being permanently excluded (PEX) from school.
- When a PEX happens the local authority assumes responsibility for a student's education.
- Before a PEX we will often try and arrange a managed move with a different secondary school

### **Internal Exclusion Unit (IEU)**

A student could spend time in our IEU if they engage in behaviour that disrupts the learning environment for themselves or others.

Our IEU provision is overseen by our Pastoral Team and is a short-term measure to enable students to reflect on their conduct, including completing a restorative justice session if appropriate.

Students will attend from 9.30 to 4pm where they will complete the normal classroom work provided by the subject teacher. Break and lunchtime will be taken away from the rest of the student cohort.

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil 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

## 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline, including electronic devices/mobile phones. These items will be returned to pupils after discussion with senior leaders if appropriate, otherwise parents will be informed.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil 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 pupil, 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.

## 8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil'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.

## 9. Pupil transition

The UTC has a thorough transition process, starting in the Spring term before entry. A combination of online and in person events and resources act as an excellent induction into life at school.

To ensure a smooth transition between key stages as much information as possible is requested from the student's current school.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the year.

## 10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and full governing board annually. At each review, the policy will be approved by the Principal.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy

### Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

### Appendix 2: UTC Conduct Curriculum

- We work to the principle of 'teach, not tell' with regard to sharing our expectations of conduct with students
- The UTC Conduct Curriculum lays out expectations explicitly for all aspects of a students' school day including; journey to school, lessons, social time, activity online.

- The document is reinforced in school by a fortnightly tutor time programme which provides illustrated examples and class conversation points
- The document also provides staff with a series of suggested scripts for challenging conversations