

Student Behaviour Policy and Procedures

1. Scope

UTC Swindon is committed to providing an environment where all associates and visitors can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

UTC Swindon also holds an important position in the wider community, educating the young citizens of tomorrow in a way which will ensure that they take a positive and proactive role within their community in the future. It is therefore important that each individual associate possesses high self-esteem and confidence reflected through a good education, appropriate college dress and working in a quality learning environment.

2. Aim

The aim of the Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they are fairly and consistently applied.

3. Behaviour Management policy summary

- 3.1 Will be based on a balance of praise and reward over sanctions. We would expect the principal to manage behaviour effectively by:
- 3.2 Sensible and appropriate use of time allocations (e.g. not expecting tasks to run too long or to be done at the wrong time of the day);
- 3.3 High expectations in a high quality teaching and learning policy: this is the fundamental feature of the behaviour policy, encouraging positive and enthusiastic actions and attitudes in every part of the college experience.
- 3.4 Clear health and safety guidelines and reminders.
- 3.5 Adopt EHS experience and best practices from employers (JMFC Gold RoSPA awards 2009 to 2011).
- 3.6 Clearly communicated codes of conduct, including areas of equality and diversity.
- 3.7 High levels of motivation through the curriculum delivery and experience of college life.

3.8 At pre-16 the usual sanctions, measures and procedures are:

3.9 Warning card systems, a bit like in football and rugby, withdrawal of free time in detention systems, withdrawal of IT access for any system abuse, monitoring cards, escalated referrals up a line to senior staff, contact with parents, internal exclusions, fixed period exclusions and permanent exclusions

All members of our community are expected to be:

- **Considerate** respecting everyone else as an individual: building self worth and appreciating others.
- **Courteous** being polite and helpful at all times.
- **Co-operative** being willing to work together and get on with each other.
- **Hard working** doing our best, building a culture of achievement.
- **Honest** being truthful; knowing right from wrong.
- **Responsible** being reliable and responsible for our actions: behaving as part of our community.

4. The Principles in Action

What this means in practice is that we should *all* do the following:

- **Be punctual** avoid late arrival
- **Speak considerately** avoid shouting and offensive language
- **Be prepared for lessons** have the necessary materials
- **Move in an orderly way** avoid running, keep to the left in corridors and hold doors open for others
- **Respect the environment** keep the College and grounds clean - clear up, put all litter in bins provided and look after our buildings, furniture and natural environment
- **Learn and Achieve** take responsibility for own academic achievement by following advice such as “how to improve” comments.

5. Emotional Intelligence

The more students understand their emotions, the less likely they are to feel disaffected from the learning process. Instead of channelling their emotional difficulties into bullying, conflict and confrontation with College authorities, they will be able to find ways of engaging in a positive way with the opportunities for many different forms of learning being provided within the College.

Self-Awareness

- Knowing myself.
- Understanding my feelings.

Managing my feelings

- Managing my expression of emotions.

- Changing uncomfortable feelings and increasing pleasant ones.

Motivation:

- Working towards goals.
- Persistence, resilience and optimism.
- Evaluation and review.

Empathy:

- Understanding the thoughts and feelings of others.
- Valuing and supporting others.

Social Skills :

- Building and maintaining relationships.
- Belonging to groups.
- Solving problems including interpersonal ones.

6. Rewards

The college will continually pursue with its employer partners sponsorship and opportunities for rewards, e.g. visits to employer headquarters, visits to plants abroad, commendations from senior managers, etc.

Overall, the policy:

- promotes behaviour for learning and achievement;
- promotes self-discipline and proper regard for authority among students;
- encourages good behaviour and respect for others and the prevention of all forms of bullying among students;
- ensures students' standard of behaviour is acceptable; and
- regulates students' conduct.

Students are encouraged to develop:

- Respect for others; their feelings, opinions, cultures, limitations and the right to their individuality;
- Respect for themselves; pride in their own achievement and that of others within UTC Swindon, high standards of dress and behaviour and the desire to produce their best work at all times;
- Respect for the environment: their own, UTC Swindon and other people's property and the community in which we live;
- Respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

7. Implementation

7.1 Staff Associates

Staff associates are expected to draw on the following principles of good practice:

- setting good habits early in order to help students establish positive attitudes towards learning and appropriate behaviours for learning, regular punctual attendance and good personal behaviour from the start, involving parents in the process;
- early intervention is needed where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated;
- rewarding achievements through positive recognition of individual students', classes' or learning teams' achievements in good attendance and behaviour, and through celebration in the rewards and awards systems ;
- supporting behaviour management with techniques such as assertive discipline and circle of friends to help improve and maintain high standards of behaviour and discipline;
- identifying underlying causes since poor behaviour may be linked to a student's problems in understanding lessons and so additional literacy or numeracy support may be required to address poor behaviour effectively;
- study support, including activities from homework clubs to thinking skills workshops which can help to reinforce college work. Family support services may help parents support their own children with college work.

7.2 Student Associates

Good behaviour is reinforced through the involvement of students, encouraging them to contribute ideas through UTC Swindon's Student Council and in-class discussions.

7.3 Parent/ Carer Associates

UTC Swindon encourages parents/ carers to support good attendance and behaviour through a **home-college agreement**, parents' meetings and newsletters. Parents and students are aware that the college has an equal opportunities policy and monitors the impact of their policies and procedures on different groups by race, gender and disability.

Parents and carers will be expected to take responsibility for the behaviour of students at UTC Swindon. They will be encouraged to work in partnership with UTC Swindon to assist UTC Swindon in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of this policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of UTC Swindon's policy, procedure and expectations.

Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

8. Positive responses to good behaviours and achievement

The culture of the organisation is achieved through positive reinforcement and recognition of high standards of behaviour that promote learning and achievement and good social order. The following are used to acknowledge this:

- Oral praise
- Written comments on individual pieces of work
- Recording of positive comment in student planners
- Commendations
- Positive comment for 'Record of Achievement'/portfolios
- Telephone call/letter home to parent
- Certificate of Achievement
- Acknowledgements through learning companies
- Industrial prizes
- Letters of thanks and commendation

9. Responses to misbehaviour

Behaviour is not acceptable when it:

- disrupts learning – of self or others;
- does not allow staff to deliver the curriculum or to complete their work
- undermines good social order, in particular respect for all and the values of equality and diversity
- undermines the ethos and reputation of UTC Swindon.

Sanctions are only effective if used rarely, appropriately and consistently. If generous approval is normally given, the withdrawal of approval is an effective sanction for most students. Confrontation is rarely an effective way to solve a problem.

Staff associates are expected to deal with such issues as the following in the first instance:

- Attendance and punctuality to lessons
- Lack of correct equipment
- Organisation of work
- Monitoring of effort and achievement
- Monitoring of coursework

- Inappropriate manners
- Litter/care for the environment
- Unacceptable language
- Breach of the dress code including PPE

10. Referral System for more serious breaches of the behaviour policy

More serious breaches of the behaviour policy are referred to the student's Learning Company Team Leader for a decision on the most appropriate action or sanction.

This is likely to be for:

- Disruptive behaviour anywhere in the college
- Significant failure to complete coursework or assignments
- Regular failure to be equipped for lessons

Referrals are escalated for:

- Repeated disruptive behaviour anywhere in the college
- Insolence/rudeness to staff
- Persistent lateness
- Serious misbehaviour in or around college
- Leaving premises without permission
- Truancy
- Smoking
- Serious failure to meet coursework deadlines or assignments
- Repeated unwillingness to observe the dress code including PPE
- Serious breaches of the health and safety policy

Incidents at this level must be recorded in student files.

Serious breaches of our disciplinary code which must be reported to and dealt with by a member of the senior leadership team:

- Violent behaviour
- Allegations of racial or sexist abuse
- Allegations of harassment and bullying
- Repeated non-compliance of reasonable requests
- Verbal abuse to staff
- Vandalism
- Theft
- Any drugs or alcohol activity (consumption or supply)
- Inappropriate use of IT equipment or communications

11. Sanctions

In response to more serious breaches of the behaviour policy, actions and sanctions available to staff are as follows:

- contact with parents
- imposition of additional time for completion of work
- interview with senior member of staff
- written warnings, which will be copied to parents
- escalation of written warnings to final written warnings
- fixed period exclusion (only the principal has the power to exclude)
- permanent exclusion (only the principal has the power to exclude permanently)

Some circumstances may warrant exclusion immediately, by-passing the detention system altogether. All incidents at this level will be recorded on student files.

It is made clear to students and their parents or carers that the following breaches of the behaviour policy are likely to result in immediate fixed period exclusion:

- Violent behaviour
- Racial or sexist abuse
- Harassment and bullying
- Verbal abuse to staff involving swearing
- Vandalism
- Theft
- Drugs or alcohol activity (consumption or supply)
- Serious abuse of IT equipment or communications

It is made clear to students and their parents or carers that the college operates within the law and the principal reserves the right to report any activity deemed to be criminal activity to the police.

All students and parents, as members of the college community, are required to accept the full range of sanctions we employ.

Staff associates should make every effort to solve any discipline problems themselves as they arise. The option of referral should not be taken too quickly. However, it is recognised that in certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues. Even the most experienced teachers can need help and advice. It is not a sign of failure to have disciplinary problems but it is a mistake to pretend all is well, when in fact it is not.

12. Response to Serious Incidents

When incidents are referred, a key element is the speedy and efficient gathering of information. A full picture of the student's behaviour and the incident concerned should be given as quickly and fully as possible.

Written information (via a referral sheet) about individual incidents should be completed, signed and handed to the person to whom the referral has been made.

Any matter referred to a senior manager usually results in parents being informed. Therefore, accurate written details of the incident are provided as soon as possible on the student referral sheet or through a written report.

13. Harassment and Bullying

It is essential that students can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (hitting, kicking, theft);
- verbal (name calling, racist remarks); and
- indirect (spreading rumours, excluding someone from social groups)

The College considers any proven form of racist, sexist or insulting personal comment to be a form of bullying.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from college. Students must be encouraged to report bullying in colleges.

UTC Swindon staff must be alert at all times to signs of bullying and act promptly and firmly against it in accordance with college policy, (see Anti-Bullying Policy).

14. Phased Intervention Strategy

A phased intervention procedure is operated with ascending levels of disciplinary actions in order to apply the policy consistently and to step up sanctions according to the seriousness and frequency of disciplinary breaches.

15. Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness.

History of Consultation, Amendments and Review

Initial approval	May 2014

This policy should be read and implemented in conjunction with the following policies:

- Anti-bullying**
- Health and Safety**
- Equality and Diversity**
- Exclusions**