



Buckinghamshire University Technical College

Behaviour Policy

Responsible Officer:	Principal
Date:	August 2017
Review date:	August 2018
Available on:	Website/VLE/Reception/Learning Centre
Available on Website :	Information and Parents Page
Authorised by:	Governing Body

BEHAVIOUR POLICY

INTRODUCTION

Bucks UTC actively promotes positive behaviour towards developing rounded individuals who can integrate with society anywhere in the world, empathising with other cultures and demonstrating high levels of social responsibility. It is important that all people feel safe, happy, accepted and integrated and that a structured framework exists within which effective learning and teaching can take place.

Bucks UTC holds an important position in the wider community educating the young workforce of tomorrow in a way which will ensure that they take a professional, positive and proactive role within their community in the future. We aim to create a culture of team players with 'can do' attitudes and working towards a shared common goal. The aim of this 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.

Bucks UTC works with six values that are embedded in everything that happens within the school.

1. Exceeding expectations
2. Can do attitude
3. Mutual respect in all that we do
4. Integrity, honesty and openness
5. Valuing difference
6. Goal driven one team approach

The Behaviour Policy will:

- Promote self-discipline and regard for authority
- Encourage integrity, honesty, good behaviour and respect for others and prevent all forms of bullying among students
- Ensures students' standard of behaviour is good at all times (including when on employer premises)
- Regulate student conduct with particular attention to low level disruption (see Appendix A)

Students will 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 the team
- High standard of dress and behaviour and the desire to produce excellent work at all times
- Respect for the environment including their own, Bucks UTC, the businesses that they will visit and work in and the community in which we live
- Exceeding expectations in all that they do will become second nature to them.

Implementation of Policy

Rewarding achievements through positive recognition of individual students, classes or year groups' achievements in good attendance, behaviour and outstanding effort is essential. It is important that teachers support behaviour management with techniques such as assertive discipline to maintain high standards of behaviour and discipline. Identifying underlying causes of poor behaviour which are often linked to a student's problems in understanding lessons and so additional support may be required to address poor behaviour effectively.

Teachers are expected to intervene early when there is unacceptable behaviour or unexplained absence and to ensure that students know that this will not be tolerated. It is important to set good habits early to enable students to achieve regular, punctual attendance and good behaviour from the start

Parents/carers are encouraged to support good attendance and behaviour through home school agreements, parents' meetings and newsletters. Parents and students are aware that the school has an equal opportunities policy and monitors the impact of their policies and procedures on different groups by race, gender and disability. Parents will be encouraged to work in partnership with Bucks UTC to assist in maintaining the 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 the Bucks UTC policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

It is important that students are recognised when behaving and achieving well in the following way:

- Written comments on work
- Oral praise
- Commendations
- Positive comment for portfolios
- Letter home to parent/carer
- Certificate of achievement
- Acknowledgement by whole school

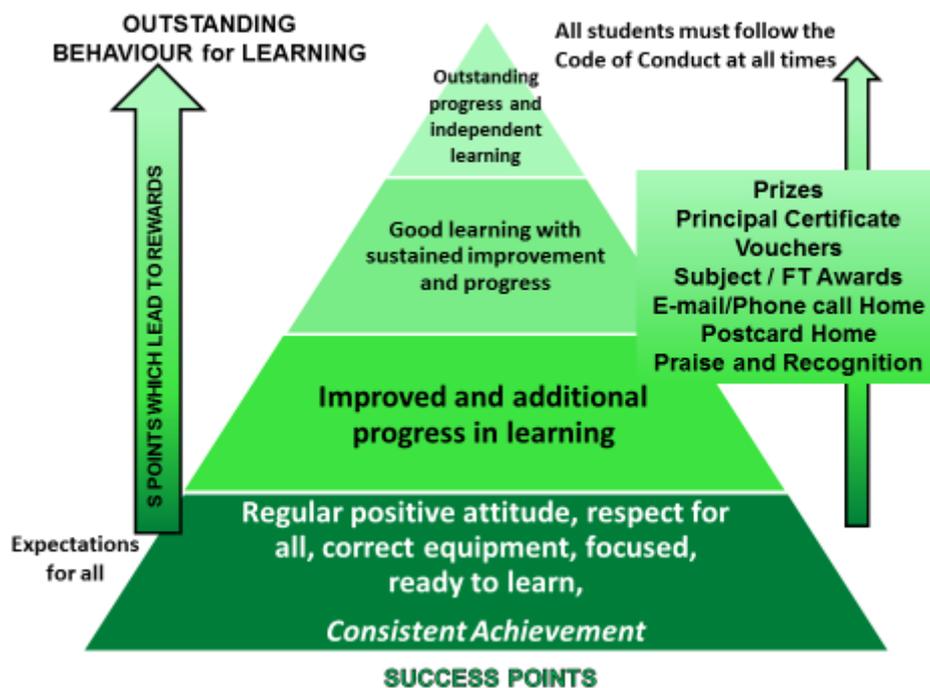
Rewards

Students may earn one point per positive action.

Points are earned by demonstrating any of the Bucks UTC values.

- Exceeding expectations
- Can do attitude
- Mutual respect in all that we do
- Integrity, honesty and openness
- Valuing difference
- Goal driven one team approach

Points may be given by any member of staff (business support and academic) and visitors. Reward points are classed as 'S (success) points' and will be recorded on MIS.



Sanctions

Behaviour is not acceptable when it disrupts the education of peers, does not allow the teacher to teach or undermines the professional and respectful ethos of Bucks UTC.

Sanctions are only effective if used rarely, appropriately and consistently. If general 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.

Students will know that their behaviour must be exemplary and professional at all times, whether at or representing the Bucks UTC or on employer premises and such, issues below, will be dealt with by staff.

- Attendance and punctuality
- Equipment
- Organisation of work
- Effort and Achievement
- Manners
- Care for the environment
- Bad language
- Rudeness
- Lack of respect for others
- Low level disruption in the UTC

Not adhering to the rules will lead to four levels of discipline outlined below:

Level 1

Low Level Disruption – The List

For the purpose of this strategy, when students display the following behaviour, deemed as causing low level disruption (the list is not exhaustive) there will be consequences.

- Talking when the member of staff is teaching
- Head on desk
- Not carrying out tasks as directed
- Rocking on the chair persistently
- Bad attitude displayed by rolling of eyes, muttering

How will it work?

In each learning space there will be a section on the whiteboard headed 'The List'. If a student has to be asked more than twice to:

- Stop talking when the member of staff is teaching
- Take their head off the desk
- Focus on carrying out tasks as directed
- Stop rocking on their chair
- Bad attitude displayed by rolling of eyes

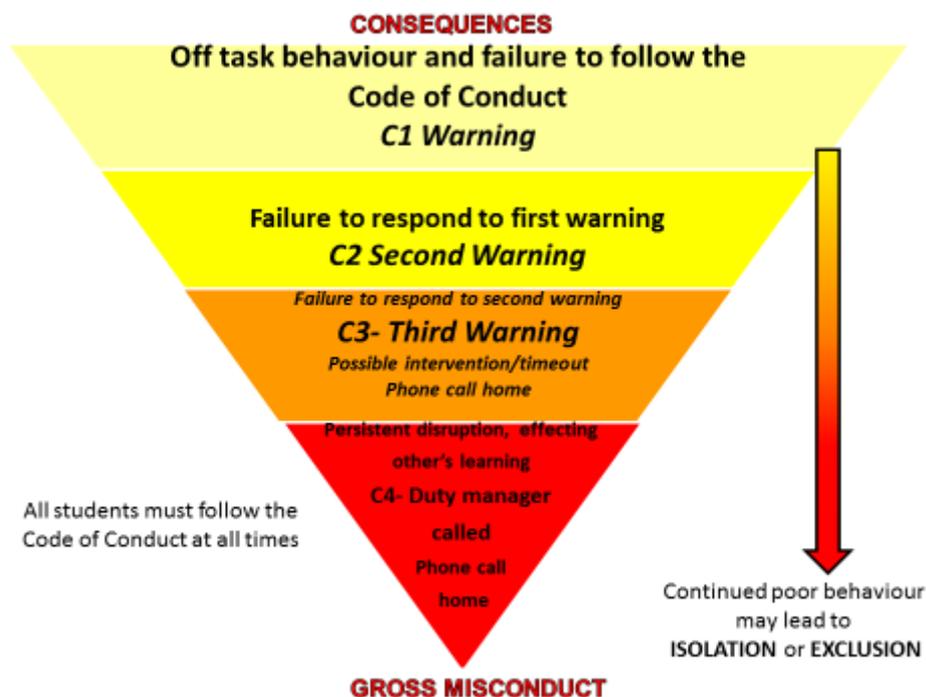
The teacher will add the student name to the relevant category on 'The List'. Students can work their way off the list at the discretion of the teacher.

SMT will be on periodic 'walkabouts' during each week to check all learning spaces. During walkabouts, any students on the list will be removed from the learning space, spoken to by the member of SMT.

If a student is on the list three times during a week (Mon-Fri) this results in an after UTC detention on a Thursday the following week until 5.30pm (covered on a rota by curriculum staff and SMT).

If a student is in detention 3 times for low level disruption, the formal disciplinary process begins under student participation and progress beginning with a verbal warning and so on.

Medium to High Level Disruption



Level 2

C1, C2 and C3 - Informal Stage – Informal Warnings

Each C point represents *one* negative point. C1, C2 and C3 will be issued for;

- Disruptive behaviour in class
- Failure to willfully not complete tasks
- Students who appear on the list more than once in a lesson
- Similar issues deemed to be at this same level

A student whose behaviour including attendance, punctuality or progress fails to meet the required standard will be reported to his/her course tutor who will discuss and agree with him/her how the problem will be resolved.

Notes for C points will be recorded on MIS.

Level 3 - Formal Stage 1, 2 & 3 Verbal Warning/Written Warning/Final Written Warning and C4

- Repeated disruptive behaviour across a number of sessions
- Insolence/rudeness to staff
- Persistent lateness
- Serious misbehaviour in or around the UTC
- Leaving premises without permission at lunchtime
- Truancy/smoking
- Failure to meet deadlines

If following the informal verbal warnings (strike 1,2,3) a student continues to fail to meet the required standard a formal stage 1 verbal warning will be issued by the course tutor with time-specified targets for improvement (timescale to be no more than 2 weeks).

A student who consistently fails to meet the required standard will be interviewed by the Head of Department and a formal stage 2 written warning issued. Parents will be encouraged to attend this meeting. The warning will include a summary of the standards not being achieved, the agreed actions and specify a time-scale (timescale to be no more than 4 weeks) within which these improvements should be made. A follow up monitoring and review meeting should be arranged.

A student who continues to fail to meet the required standard will be interviewed by the senior leadership team (SLT) who will issue a final written warning. Parents will be encouraged to attend this meeting. The warning will include a summary of the standards not being achieved, the agreed actions and the timescale in which these improvements should be made (timescale to be no more than 4 weeks). Students should be reminded at the meeting that failure to achieve the improvements may lead to withdrawal from the course.

Level 4- Possible Permanent Exclusion

Where there are serious breaches of the Bucks UTC code of conduct SLT members will use professional judgement to address sanctions.

- Serious breaches of disciplinary code
- Violent behaviour
- Repeated non compliance
- Verbal abuse to staff
- Serious vandalism

Some instances may warrant exclusion immediately, bypassing other means of punishment altogether. All incidents at this level will be recorded on student files.

If following a final written warning the student's conduct fails to meet the required standard, he/she will be interviewed by the Principal. Prior to the interview, a letter will be sent to the student, the student's parents/carer summarising the reasons for interview and encouraging them to attend this meeting. Following the interview the Principal may either extend the timescale for improvement or recommend permanent exclusion. The student, the student's parents/carers and/or employers (where applicable) will be informed of the outcome of the interview in writing.

Guiding Principles

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

Teachers 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.

Staff should refer students to a member of SLT for the following behaviour:

- Use of obscene/offensive language directed at a member of staff
- An assault on another student
- An assault on a member of staff
- Fights between students
- Theft
- Vandalism
- Truancy
- Wilful disobedience
- Smoking/drug/alcohol abuse

On such occasions of referral, 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.

The Duty Manager is always on call to support dealing with any of the above situation and an Incident Sheet will need to be completed and passed to the Duty Manager. The Duty Manager in turn will record some details as to the reason for removal of the student from the class or area of Bucks UTC. Any incident which may result in exclusion must be taken to the Principal.

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. Examples are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, exclusion from social groups)
- Cyber bullying

Staff must be alert at all times to signs of bullying and act promptly and firmly against it in accordance with the Anti-Bullying Policy.

Checklist

Impact on Students/Staff

Provides a safe learning and working environment for all students and staff.

Impact on Equality:

This is an inclusive policy and covers different kinds of bullying including prejudice-based bullying

Impact on Health and Safety

Fundamental to health and safety and a safe learning environment

Impact on Data protection/Freedom of Speech

This policy will be accessible to the public through the website and upon request

Communication/Consultation Plan

Students will be consulted in the Policy and its implementation through the Student Council, Course representatives and target student focus groups

The Policy, guidelines and procedures will be communicated to staff through professional development sessions, cascading through Heads of Department and made accessible on the VLE and the Bucks UTC website

Students and parents will be made aware of this policy through the student and parent handbooks, tutorial, the VLE and the Bucks UTC website

This policy should be **read in conjunction with** the following Bucks UTC policies and procedures:

- Student Disciplinary Policy and Procedures
- Behaviour and Discipline in Schools – a guide for head teachers and school staff (DfE)
- Safeguarding Children and Young People Policy, Procedures and Guidelines
- Preventing and Tackling Bullying Policy and Procedures
- Equality and Diversity Policy
- Acceptable Use of ICT Policy

Legal authority:

Bucks UTC aims to comply with and exceed the requirements of relevant legislation and associated guidelines including:

- Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- Equality Act 2010

This list is not exhaustive

Process of Review

This policy will be reviewed annually or with changes in guidance and approved by the Governing Body

Process of Review of Effectiveness

The SLT will produce an annual report reviewing effectiveness of this policy

Adjust the volume

With loud classes, avoid raising your voice. It only increases the noise. Lowering your voice can be much more effective. If the volume of your voice is always high, it loses its effect and doesn't help to control the situation.

Move around

Your presence is extremely powerful. Don't stay stagnant at the front of your class. Move around and don't allow the students to become distracted. Talk to them about their task. Give them deadlines. Make sure you constantly check learning.

Shut out negativity

Don't allow negativity to enter your classroom. If a student isn't ready to come in, stop them and provide a distraction. Allow the student to calm down so that they can enter in a calmer frame of mind.

Be prepared

This one is a basic one but doesn't always happen. Prepare your resources before you start teaching. It allows you to challenge the students' energy as much as you can. Rustling papers and setting out resources while students wait only encourages low-level disruptions and sets the mood for the lesson.

It's your classroom

Control your space. You are the decisive element in your classroom. Stand at the door as they enter. Talk, change moods. Say hello to the students regardless of whether you have their eye contact or not. Always say goodbye.

Keep calm

Have a calm outlook. If you can't leave the room but are getting annoyed, flick through your class notes or walk away from the situation to calm yourself down before returning.

Don't deviate from teaching

There is no need for an excessive response to low-level disruption. Don't interrupt your teaching to deal with it. It can be corrected by including the student's name into your explanation, a look or a signal of some sort.

Be positive

Deal with low-level disruptions by using positive language. It doesn't give the students the opportunity to opt out but also sets the expectation.

Share your expectations

Don't assume students understand what your version of acceptable is. Tapping, shouting, and throwing could be acceptable at home. A student needs to have reinforcement of your expectations.

Have a routine

Having a routine in your classroom can help. Students can be uneasy when they do not know what is going to happen in the day. Students need to feel secure in their classroom and with their activities. They like to know what is coming up in their day so if things are going to change give them warning that something different will be happening and explain what to expect.

Finally

All of these tips are not guaranteed to work, but having said that they are all tried and tested ideas from someone else's classroom. Try them, amend them, adapt them and make a comment to let us know of any other methods that have helped you with low level behaviours.