

PROMOTING GOOD BEHAVIOUR POLICY

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<p><i>This policy is regularly monitored by the Principal and SLT to ensure that it is working as effectively as possible.</i></p>	
<p>Monitoring, Evaluation & Review</p> <p><i>The Principal and SLT will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout by the UTC community.</i></p>	

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GENERAL PRINCIPLES

Greater Peterborough University Technical College is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which high quality teaching and learning can take place. We recognise the importance of preparing young people for the working environment whilst they are with us and will work to establish an environment which is focused on positive expectations of good behaviour.

Greater Peterborough UTC 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 the individual has a high self-esteem and confidence reflected through a good education, smart appearance and working in a quality learning environment.

The aim of the Promoting Good 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.

Overall, the policy:

- promotes self-discipline and proper regard for authority among students;
- aligns with our values of Respect, Responsibility and Readiness
- encourages good behaviour and respect for others and prevent all forms of bullying among students;
- ensures students' standard of behaviour is acceptable;
- 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, their standard of work and that of others within the UTC,
- High standards of dress and behaviour and the desire to produce their best work at all times;
- Respect for the environment: their own, Greater Peterborough UTC 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.

IMPLEMENTATION

Staff

All staff are expected to draw on the following principles of good practice:

- setting good habits early in order to help students establish regular punctual attendance and good behaviour from the start, involving parents in the process;
- modelling effective, respectful behaviour
- 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 year groups' achievements in good attendance and behaviour, and through mentions in year events and with certificates or prizes;
- 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 individual study to skills workshops which can help to reinforce learning and progress.

As with all aspects of the curriculum at GPUTC the importance of appropriate behaviour in a working environment will be emphasised by staff and also visiting representatives of our employer partners.

Students

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

Parents/ Guardians

Greater Peterborough UTC encourages parents/ carers 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 and guardians will be expected to take responsibility for the behaviour of their child both inside and outside of Greater Peterborough UTC. They will be encouraged to work in partnership with the UTC to assist us 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 the 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.

Positive responses to good behaviour and achievement

It is important that students are recognised when behaving and achieving well. GPUTC acknowledges the significant power that there is in praise and recognition. The following are used to acknowledge this:

- Oral praise
- Written comments on individual pieces of work
- Merits awarded in key stage 4 and key stage 5
- Positive comment for Achievement portfolios
- Telephone call/letter home to parent
- Certificate of Achievement
- Public acknowledgement during UTC events
- Celebration events and trips

Responses to misbehaviour

Behaviour is not acceptable when it:

- disrupts the education of peers;
- does not allow the teacher to teach;
- undermines the calm respectful ethos of the UTC;
- threatens the health, safety and welfare of others.

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.

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

- Attendance and punctuality
- Equipment – availability of equipment required to learn, and safe usage of UTC equipment
- Organisation of work
- Monitoring of effort and achievement
- Monitoring of homework
- Chewing in class
- Removal of outdoor clothing
- Manners
- Litter/care for the environment
- Bad language
- Improper use of mobile technologies

Teachers are encouraged to attempt to address any poor behaviour in class, utilising the Formal Warning System prior to the “On Call” System (Appendix A)

Level 1 – Teacher / Subject Detention

This is to be held at break and / or lunchtimes or at a pre-determined time. These are for issues such as:

- Disruptive behaviour in class
- Failure to do homework
- Failure to be equipped for lesson and similar issues of this level of seriousness.
- Being On-Called from Class (See Appendix A)

Work should be provided. However students are not to do lines or other forms of copywriting. For Key Stages 5 students it is acceptable to do exam coursework. An incident meriting a detention should be recorded on the MIS.

Level 2 – Student Manager Intervention

The Student Manager should use their discretion, taking in to consideration the learner’s performance and behaviour to date to address issues such as:

- Repeated disruptive behaviour
- Insolence/rudeness to staff
- Persistent lateness
- Serious misbehaviour in or around school
- Leaving premises without permission at lunchtime
- Truancy/smoking etc
- Failure to meet coursework deadlines

Incidents at this level must be recorded in student files and MIS and must therefore be reported in the first instance to the Leadership Team. Student Managers must ensure that they are consistent in their approach to managing behaviour and remain fair and impartial at all times.

Level 3 – Leadership Action

Where there are serious breaches of the UTC code of conduct, Leadership Team members on call will use professional judgement to address sanctions. These actions could range from detention, reports, parents meetings, internal exclusion or withdrawal and recommendations for external exclusion. Examples include (but this is not an exhaustive or prescriptive list):

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

The detention may also be used where a student has failed to attend Level 1 or 2 interventions. Students placed in a Level 3 should be considered close to internal exclusion or exclusion from school.

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

All students and parents, as members of the school 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 recognized 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.

Whilst all sanctions are available to the Leadership Team, exclusion from the UTC is seen as a very much a last resort option to be used as rarely as possible.

Referral

All staff should refer students to a member of the Leadership team for the following behaviour (again this is not prescriptive, nor exhaustive):

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

Incidents involving weapons or drugs will normally result in a recommendation for permanent exclusion.

In 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.

Having made a referral, staff and the victim will be supported. However, the person to whom the referral has been made will be responsible for deciding the most appropriate course of action.

Any matter taken on 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.

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. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at Greater Peterborough UTC.

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 main types of bullying are:

- physical (hitting, kicking, theft);
- verbal (name calling, racist remarks); and
- indirect (spreading rumours, excluding someone from social groups)
- Cyber 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 school. Students must be encouraged to report bullying in schools

Greater Peterborough UTC teaching and support staff must be alert at all times to signs of bullying and act promptly and firmly against it in accordance with school policy, (see Preventing Bullying policy).

APPENDIX 1

The “On-Call” System

This Policy outlines the use of the On-Call System and its definition. For further information staff should refer to the On-Call Process located in “GPUTC Policies and Procedures” electronically.

The aim of the ‘On Call’ system is to provide additional support to staff and students in the classroom. At all times of the day a senior member of staff will be available to deal with any situation arising in the classroom where there has been an irretrievable breakdown which is beyond the control of the classroom teacher and is disrupting the lesson.

The ‘On Call’ teacher / member of staff can be contacted via the Main Office.

The ‘On Call’ system does not replace the usual disciplinary procedures used by teachers and departments. An ‘On Call’ timetable will be produced ready for operation at the start of the academic year.

The ‘On Call’ system relies on consistency of approach:

- On arriving at the class the control of the situation passes to the ‘On Call’ teacher
- Where the system has been applied correctly the ‘On Call’ teacher will remove the student from the class. The class teacher will inform the ‘On Call’ teacher of the reason for removal
- The ‘On Call’ teacher will then decide on appropriate immediate action, which could include:
 - Relocation of the student with an appropriate member of staff
 - Relocation with a member of the Leadership team
 - Relocation to the reflection room
 - Recommendation to Principal to exclude due to the seriousness of the offence

Behaviour incidents will be recorded on the MIS.

All students removed from class will have a standard Principal’s letter sent home, informing parents of their son/daughter’s removal from class

Any incident which may result in exclusion must be taken to the Principal.

Please note:

The ‘On Call’ teacher needs to record some details as to the reason for removal. This information is then put onto the letter sent to the parents of students who have been removed by ‘On Call’; e.g. ‘disruptive in class’ could be expanded to ‘John arrived late and refused to take his coat off’. We must ensure that what we write is factually correct.

The Student Support Team must then take up the matter with the student. This could result in a Detention or further contact with home. If a student is removed from classes regularly, he/she needs to be dealt with by the Student Welfare Team (supported by KS4 Manager) if necessary.

INCIDENT RECORD SHEET

Name of Student _____ Year ____

Date _____ Location of Incident _____

Describe fully what occurred (inc. witnesses)

Signature _____ Date ____

SUMMARY OF INVESTIGATION

Name of Student _____ Date ____

Incident Summary

Recommendations:

Signature _____ Date _____