

18 October 2017

MCC/JWA

Dear Parent / Carer

As the UTC continues to grow from strength to strength, we are developing our rewards and sanctions policies to ensure that students have the best possible chances in achieving their ambitions.

We are piloting new systems to record rewards and sanctions to better enable parents to see the impact that your sons / daughters are having on a daily basis.

It is hoped that all students will engage positively with collecting the rewards and will in equal part be deterred from obtaining sanction points.

In both cases we will have milestone points where positive and negative behaviours are either championed or sanctioned with a hope of rectifying the negative and encouraging the positives.

As positives, students will be given letters of endorsement when they accrue points signed by the Executive Principal and Principal. As sanctions are accrued, waves of intervention designed to correct negative behaviours will be applied resulting in such consequences as daily reports and action plans being created and shared with parents.

It is hoped that through consultation with staff, students and other interested parties we will reward those who get it right more readily and send a clear message out to those who challenge the behaviour policy of the school.

Yours sincerely



**Mr Mark Cocken**  
Vice Principal  
UTC Sheffield City Centre

## Rewards

After discussions with staff, students, governors and employers the UTC have decided to pilot a new system of recording and sharing positive recognition and rewards. Students who are consistently getting it right should be more greatly acknowledged.

At each stage (Figure 1) a suggestion is that students will receive a formal letter of commendation from the Executive Principal countersigned by the Principal to go into their portfolio/record of achievement. The points tally will also be an indicator for prize draws that will take place at the end of each term: e.g. a student with 200 reward points will gain 20 chances in the prize draw to win prizes (as yet to be decided by the soon to be created school council) and will lead to special acknowledgement as part of the award ceremony each year for all round outstanding recognition by staff for each year group. Please note that the system will need termly monitoring and the boundaries may be subject to refinement.

At graduation from Y11 and Y13, all students will receive a certificate of achievement to reflect the amount of positive behaviour points recorded.

### **Figure 1 - Stages of significant achievement**

- *Bronze standard* = 250
- *Silver standard* = 750
- *Gold standard* = 1500
- *Platinum Award* = 2500
- *Diamond Award* = 4000

Rewards may be given in points either 1's or 10's. In the table below (Figure 2) the categories and points values are listed. This list will appear as a right mouse click on the register or individual students can be selected using the achievement tab in SIMS. Students will be given a copy to take home of any significant rewards awarded. (Appendix 2 – Parental Notification of Reward)

### **Figure 2 - Rewards and their numeric values**

<b>Award</b>	<b>Sub-category</b>	<b>Value</b>
<i>Attainment and Progress in (subject)</i>	<i>Art</i>	<i>1 or 10</i>
	<i>CDI</i>	<i>1 or 10</i>
	<i>Citizenship</i>	<i>1 or 10</i>
	<i>Engineering (Manufacture, Design, Systems)</i>	<i>1 or 10</i>
	<i>English</i>	<i>1 or 10</i>
	<i>French</i>	<i>1 or 10</i>
	<i>Geography</i>	<i>1 or 10</i>
	<i>Maths</i>	<i>1 or 10</i>
	<i>Product Design</i>	
	<i>Project / Independent Study</i>	<i>1 or 10</i>
	<i>Science</i>	<i>1 or 10</i>
	<i>Sport</i>	<i>1 or 10</i>
	<i>Tutor Time</i>	<i>1 or 10</i>
<i>Effort and Attitude in (subject)</i>	<i>Art</i>	<i>1 or 10</i>
	<i>CDI</i>	<i>1 or 10</i>
	<i>Citizenship</i>	<i>1 or 10</i>
	<i>Engineering (Manufacture, Design, Systems)</i>	<i>1 or 10</i>
	<i>English</i>	<i>1 or 10</i>

	<i>French</i>	<i>1 or 10</i>
	<i>Geography</i>	<i>1 or 10</i>
	<i>Maths</i>	<i>1 or 10</i>
	<i>Product Design</i>	
	<i>Project / Independent Study</i>	<i>1 or 10</i>
	<i>Science</i>	<i>1 or 10</i>
	<i>Sport</i>	<i>1 or 10</i>
	<i>Tutor Time</i>	<i>1 or 10</i>
<i>Attendance 100% in tracker (Tutor Award)</i>		<i>30</i>
<i>Lateness 0% in tracker (Tutor Award)</i>		<i>30</i>
<i>Attainment 100% in tracker (Tutor Award)</i>		<i>30</i>
<i>Effort 100% in tracker (Tutor Award)</i>		<i>30</i>
<i>Representing the UTC / Ambassadors</i>		<i>20</i>
<i>Correct equipment all term (Tutor Award)</i>		<i>20</i>
<i>Correct uniform all term (Tutor Award)</i>		<i>20</i>
<i>Form representative ((Tutor Award per year)</i>		<i>50</i>
<i>Principal Student ((Tutor Award per year)</i>		<i>50</i>
<i>Mentoring others</i>		<i>10</i>
<i>Acts of Kindness / Compassion / Generosity</i>		<i>10</i>
<i>Good manners</i>		<i>1 or 10</i>
<i>Helping staff</i>		<i>1 or 10</i>

## Value

It is important for staff to consider how many reward points they award so as not to devalue the system. For every 1 period a member of staff works with a student they should consider awarding around 30 points on average in an academic year. For example, in English a student has 6 periods per week. If a member of English teaching staff were to award 30 points per period over the course of the year this would lead to a student amassing 180 points. If each subsequent teacher gave out in the same quantity per annum per period taught a student would reach 1050 points for the 35 period week, plus any extra rewards a student might pick up through form tutors or extra-curricular activity.

## Future Plans

- Students will be given more decision making about how and when prizes are awarded
- Over time we are also looking to develop faculty systems for awarding rewards such as subject postcards sent directly to parents to acknowledge achievement
- We will also be looking at developing elements of inter-house competition through the vertical training companies and year group competitions based on rewards, with trophies and prizes to groups being offered
- The school is looking into the creation of a wall of fame for students who achieve their Diamond Awards - an event that parents will be invited to attend
- We will be looking at how small successes in subject areas are acknowledged with the possibility of introducing planners to record awards to enable 10 small successes equate to a larger reward

## Sanctions (Consequences)

To mirror the system being used to record rewards it has to be acknowledged that there are a small minority of students at the UTC who make poor choices and this negative behaviour must be dealt with to minimise disruption to the teaching and learning. Poor behaviour that disrupts the learning of other students, or breaking the UTC rules will not be tolerated.

It is for that reason that all instances where behaviour is deemed inappropriate that we have set trigger points where intervention will take place to correct the behaviour. Parents will be informed at each trigger point via a letter and also please Figure 1 below.

**Figure 1 – Trigger Points for behaviour intervention**

Wave 1	25 points	'Peer Panel' made up from school council representatives. At this meeting students will discuss attitudes and devise targets for the student to adhere to using a behaviour action plan (See Appendix 1) and a daily report (Appendix 4). The targets will be reviewed by the peer panel in the following weeks after successful daily reporting or until the student reached the next wave of intervention.
Wave 2	50 points	Extended support team panel and form tutor daily report. At this meeting the form tutor, inclusion manager and a learning support staff member will look back over the Wave 1 targets and set new targets with the student having now to report each morning registration with their daily report. Staff can issue further sanction points if a student loses or fails to complete their report with staff.
Wave 3	75 points	Parental Panel, Learning Manager and form tutor and daily report. At this meeting parents will be called and the Wave 1 and 2 targets will be scrutinised and further more robust targets set. Parents will now have to comment on their report daily and this must be shown at the end of each day to the appropriate year team Learning Manager. Staff can issue further sanction points if a student loses or fails to complete their report with staff.
Wave 4	100 points	Business Mentor intervention with Vice Principal and parents. At this meeting the student will face the opinions from a member of the public about their behaviour and the negative affect this continued approach will have on their future career. Students will now report to the Vice Principal at the end of each day with their report.

Wave 5	125 points	Vice Principal, Parental Panel, Learning Manager and form tutor. At this meeting we will begin discussion to move towards reducing a student's timetable and limiting the number of courses open for study to the individual. The student will continue to be monitored by the Vice Principal
Wave 6	150 points	Principal, Vice Principal, Parental Panel, Learning Manager and form tutor. A student who reached the point will be moved to a P8 only timetable from 4-5pm daily focussing on English and Maths. If a student fails to maintain good standards of behaviour at this point they will not be allowed back into mainstream classes.
Wave 7	175 points	Executive Principal, Principal, Vice Principal and parent panel. At this stage alternative provision will be discussed in order to give a student a chance at completing some qualifications.
Wave 8	200 points	Governor Panel with parents and SLT team. At this meeting the discussion will be about how to manage a student's ability to access the exams whilst working from home.
Wave 9	225 points	SLT and LEA meeting with view to permanently exclude.

**\*Please note the above table is subject to change and illustrates the planned action. In some circumstances and depending on the situation, strategies may be brought forward in the best interests of the student and the family.**

At each stage (Figure 2) a suggestion is that students will receive a series of consequence points to help try to stem the accruing of negative behaviour points.

**Figure 2 – Tariff of sanction**

Behaviour	Tariff
C1 – Warning reminder	0
C2 – Further warning reminder	1
C3 – Final warning reminder	2
C4 – Faculty detention 50 minutes or SLT detention 50 minutes each Friday	5
C5 – Isolation (followed by Senior Leadership Team detention on a Friday for 50 minutes if the reason for consequences was for missing a faculty detention after school of 50 minutes)	7
C6 – Exclusion*	10

A student would not accumulate the whole tally for an incident but be recorded as the largest consequence reached

\*C6/Fixed Term Exclusion increases with frequency

Number of day's exclusion

1. First 1
2. Second 1
3. Third 1
4. Fourth 2
5. Fifth 2
6. Sixth 2
7. Seventh 3
8. Eighth 3
9. Ninth 3
10. Tenth 4
11. Eleventh 4
12. Twelfth 4
13. Thirteenth 5
14. Fourteenth 5
15. Fifteenth 5

**Total 45**

In the school behaviour policy it states that should any student obtain more than 45 days of exclusion or accrued more than 225 negative behaviour points in an academic year the school can move to permanently exclude.

Depending on the nature of the sanction there will be points ascribed ranging from 1-10

(See Figure 3 below)

**Figure 3 – Sanctions/Consequences and their numeric values**

<b>Sanction</b>	<b>Sub-category</b>	<b>Value</b>
Uniform / dress code	For 3 repeated offences parents contacted and student given SLT C4	1, 5
Equipment	For 3 repeated offences parents contacted and student given Faculty C4	1, 5
Mobile phone / headphones / personal device – Improper use around UTC	Confiscation and C4 given each time. For 3 repeated offences parents contacted and student given consequences.	5, 7
Computer misuse		1, 5, 7 or 10 + Permanent Exclusion depending on nature of incident
Consuming food and drink other than in the cafe		1
Homework incomplete / poor / missing Controlled Assessment Deadline	3 missed homework should result in a faculty detention C4	1, 5
Insufficient work completed in	Art	1, 2, 5
	CDM	1, 2, 5
	Citizenship	1, 2, 5
	Engineering ( <i>Manufacture, Design, Systems</i> )	1, 2, 5
	English	1, 2, 5
	French	1, 2, 5
	Geography	1, 2, 5
	Maths	1, 2, 5
	Product Design	
	Project / Independent Study	1, 2, 5
	Science	1, 2, 5
	Sport	1, 2, 5
	Tutor Time	1, 2, 5
Lateness to lessons * excluding unforeseen travel issues arising	Single is a C2. X 3 in a week = C4 SLT detention	1, 5
Inappropriate/immature behaviour around school e.g. pushing, using lift	For 3 repeated offences parents contacted and student given SLT C4	1 or 5
Swearing		5, 7 or 10
Defiance		1-10 + Permanent Exclusion depending on nature of incident
Disruption in	Art	1, 2, 5
	CDM	1, 2, 5
	Citizenship	1, 2, 5
	Engineering	1, 2, 5
	English	1, 2, 5
	French	1, 2, 5

	Geography	1, 2, 5
	Maths	1, 2, 5
	Product Design	1, 2, 5
	Project / Independent Study	1, 2, 5
	Science	1, 2, 5
	Sport	1, 2, 5
	Tutor Time	1, 2, 5
Physical Assault		7 or 10 or Permanent Exclusion depending on nature of incident
Deliberate damage to property		5, 7 or 10 or Permanent Exclusion depending on nature of incident
Contraband on site	Chewing gum, smoking paraphernalia including vaping, drugs, alcohol, pornography, items for sale	7 or 10 + Permanent Exclusion depending on nature of contraband
Missed C4 faculty detention		7
Smoking / vaping on site		7 or 10
Racist incident	Inform DSL (Designated Safeguard Lead)	7 or 10 + Permanent Exclusion depending on nature of incident
Sexist incident	Inform DSL (Designated Safeguard Lead)	7 or 10 + Permanent Exclusion depending on nature of incident
Homophobic incident	Inform DSL (Designated Safeguard Lead)	7 or 10 + Permanent Exclusion depending on nature of incident
Theft		7 or 10
Truancy		7
Verbal assault student		5, 7 or 10
Verbal assault staff		7 or 10
False allegations against staff	Inform DSL (Designated Safeguard Lead)	10 or Permanent Exclusion depending on nature of incident
Sexual misconduct	Inform DSL (Designated Safeguard Lead)	10 or Permanent Exclusion depending on nature of incident
Failure to follow Health and Safety rules		5, 7 or 10 or Permanent Exclusion depending on nature of incident
Carrying an offensive weapon	Inform DSL (Designated Safeguard Lead)	10 or Permanent Exclusion depending on nature of incident

We will be working with all teaching and non-teaching staff in ensuring that a consistent and transparent approach is being applied giving students the opportunity to correct their course of behaviour, but in instances where a student feels unfairly treated they should always in the first instance accept the punishment and then seek out their form tutor at the end of the day to fill out a grievance slip. The form tutor will then share this grievance with the reporting member of staff who will share their version of events and this can be made available for parents and the aggrieved student. Parents are invited to respond should they query the consistency of the process.

- **Please note: students whose behaviour is deemed unacceptable in school may be denied permission to attend out of school events such as employer visits, work experience or celebration events such as the prom.**