

BEHAVIOUR POLICY – UTC Olympic Legacy Park

Status: Statutory

Member of Staff Responsible: The Executive Principal

Related Policies:

- CCTV Policy
- Inclusion Policy
- Safeguarding Policy
- Safe Handling Guidance

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1. Introduction

The Sheffield UTC Academy Trust has at its heart a firm commitment to putting the needs of 'Students First'. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs. Students are asked to:

- Arrive in the UTC and at lessons punctually and be prepared to learn. Any student who arrives late to the UTC or lessons may be required to undertake an after school detention. The Learning Manager will monitor lateness and find out reasons to ensure that work is done to overcome barriers to arriving on time.
- Bring appropriate equipment such as:
 - Pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the UTC day.
- Wear the UTC Business Wear correctly.
- All students are expected to be polite, courteous, respectful to everyone on the UTC site and to comply with reasonable requests or instructions made by staff on the first time of asking.
- Students are expected to have regard for their own safety and that of others.
- The UTC provides a secure and safe environment for students who are expected to remain on site throughout the UTC day and leave promptly at the end of the day unless engaged in enrichment activities.

The Sheffield UTC Academy Trust Board believes that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

This Behaviour Policy seeks to encourage young people to make positive choices and re-enforces those choices through praise: this is closely linked to the UTC Assessment Policy, Tutorial and Enrichment programme and the Inclusion Policy. The Sheffield UTC Academy Trust recognises that even when encouraged to make the right choice, some students will occasionally make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to comply with The Sheffield UTC Academy Trust rules and re-engage with learning. In some circumstances, the local governing body and Principal will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the UTC, or its community: this may result in exclusion.

Please note that this Policy makes reference throughout to the following DfE documents:

- i Exclusion from maintained schools, Academies and student referral units in England 2017
- ii Changes to the school exclusion process during the coronavirus (COVID-19) outbreak 2020
- iii The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012
- iv Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies 2017
- v DfE and ACPO Drug Advice for Schools 2012
- vi Use of Reasonable Force 2013
- vii Behaviour and Discipline in Schools 2016
- viii Screening, Searching and Confiscation 2018
- ix Ensuring Good Behaviour in Schools 2012
- x Allegations of abuse against teachers and non-teaching staff 2012

All documents should be read in conjunction with this policy. The Sheffield UTC Academy Trust reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

2. Behaviour Management System

The behaviour management protocol is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. The behaviour management protocol is not a replacement for good classroom management techniques and will not compensate for teaching which is not good and/or unstructured lessons.

The behaviour management protocol works in conjunction with inclusion tracking using the UTC MIS, a progressive system of structured interventions designed to address underlying causes of poor behaviour and disengagement wherever possible. The inclusion tracking is a preventative mechanism which enables the UTC to target intervention for those students who have been identified as losing too many days of learning or are at risk of being permanently excluded. It sets in motion a systematic programme of intervention for students accruing C4s, C5s, C6s and/or Fixed Term exclusions.

Each of these is equivalent to a set tariff (C4= 5, C5₁ = 6, C5₂ = 7, C6 / Fixed Term Exclusion = 10).

When a student is first issued with a C5, C6 or Fixed Term exclusion they are immediately placed onto the inclusion tracking system, which is kept up to date by the Learning Managers and is monitored closely by the Inclusion Team. Any resulting impact of the intervention is also recorded on the tracking report giving a personalised profile of an individual student.

The SLT link will become involved in the intervention with students who are accruing points by receiving several C5s or C6s or Fixed Term exclusions or a combination of all three. Various strategies will be used depending on who the student is and what their needs are.

The SLT link has an overview of the progress of these students with regular feedback from Learning Managers and the Inclusion Team at the weekly Safeguarding and Behaviour meetings. It is also their responsibility to keep the Senior Leadership Team informed of the progress of priority students on the Inclusion Tracking system.

The Sheffield UTC Academy Trust is keen to ensure a fine balance is met, between the use of fixed term exclusions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning.

For this reason, the Sheffield UTC Academy Trust has elected to use a maximum fixed term exclusion period under the behaviour management system of 5 days for any single incident in the process, recognising that the Inclusion Tracker runs in conjunction with these. Fixed term exclusions through the protocol will be:

C6/Fixed Term Exclusion	Number of days exclusion
First	1
Second	1
Third	1
Fourth	2
Fifth	2
Sixth	2
Seventh	3
Eighth	3
Ninth	3
Tenth	4
Eleventh	4
Twelfth	4
Thirteenth	5
Fourteenth	5
Fifteenth	5
Total	45

After 45 days of exclusion or the accruing a tariff of 225 on the Tracker (whichever comes first) in any one academic year, the UTC Sheffield Trust Board recognise that the UTC is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these students. In addition, the Sheffield UTC Academy Trust recognises that the individual concerned will have lost so many days of learning it would be unlikely that the UTC could offer any other reasonable support. At this point the Principal would be likely to look at a permanent exclusion.

The Principal retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.

3. Fixed Term Exclusion

‘Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.’

(DfE ‘Exclusion from maintained schools, Academies and student referral units in England 2017)

All decisions to exclude are serious and only taken as a last resort or where the breach of the UTC rules is serious. The following are examples:

- Failure to comply with a reasonable request, including following the dress code, from a senior member of staff.
- Breaches of health and safety rules, including breaches in relation to Covid-19.
- Breach of the UTC Computer / IT systems.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Possession or distribution of pornographic or homophobic images.
- Failure to comply with the requirements of the behaviour management protocol, see section 2 above.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of UTC rules.
- Bringing the UTC into disrepute.

4. Permanent Exclusion

‘A decision to exclude a student permanently should only be taken:

- in response to serious or persistent breaches of the school’s behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school’.

(DfE ‘Exclusion from maintained schools, Academies and student referral units in England 2017)

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a student for a first or ‘one-off’ offence. These offences might include:

- serious actual or threatened violence against another student or a member of staff;
- serious action relating to putting another student or member of staff at risk relating to Covid-19;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon;

- Making a malicious serious false allegation against a member of staff;
- Breach of the UTC data systems and network.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the UTC community.

In cases where a Principal has permanently excluded a student for:-

- one of the above offences; or
- persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on UTC premises.

The Sheffield UTC Academy Trust Guidance on Offensive Weapons: The UTC has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the UTC. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal or the Sheffield UTC Academy Trust to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

In addition, the Sheffield UTC Academy Trust also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the UTC computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.
- Persistent defiance and disruption that may or may not be directly linked to the Consequences system.

5. Personalised Timetable

In consultation with the Local Authority as an alternative to exclusion the Principal may, in limited circumstances, make use of a personalised timetable to support a student.

6. Provision of Education for Students Excluded for a Period Exceeding 5 days

The UTC recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that exclusions would not exceed 5 days fixed term.

7. Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies 2018'.

In addition to the practice identified in the DfE guidance, UTC Sheffield also ban the following items and as a result are able to search students for them:

- i. Any item brought into the UTC with the intention of the item being sold or passed on to other students which, in the Principal's opinion will cause disruption to the UTC or be detrimental to UTC practice.

Confiscation

- ii. UTC staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to UTC discipline.
- iii. Staff should hand the confiscated item to the relevant member of support staff (Learning Manager, reception etc.) as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- iv. Any item which staff considers being dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
- v. Items confiscated by the UTC can be collected by parent/carers except where the UTC has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol. In relation to mobile phones on the first occasion the student will be able to collect their phone from reception at the end of the day. However, after 3 instances of their mobile phone being confiscated a parent/carer will be expected to collect the mobile from the UTC.
- vi. The UTC's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- vii. The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result.
- viii. Electronic equipment, jewellery and other expensive items will be confiscated and held by the UTC for a period of one year. If, at the end of the year, the item has not been reclaimed then the UTC reserves the right to destroy the item.
- ix. Where alcohol has been confiscated the UTC will retain or dispose of it. This means that the UTC can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
- x. Where the UTC finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so.

- xi. Where the UTC finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- xii. Where the UTC find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks that there is a good reason to do so.
- xiii. Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the UTC can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student. The use or charging of electronic cigarettes on site is not permitted and may be destroyed if not collected by Parents / Carers at a convenient time.
- xiv. Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- xv. If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the UTC carries out its own investigation.
- xvi. Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- xvii. Where a member of staff finds an item which is banned under the UTC rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- xviii. Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the UTC carries out its own investigation.

8. CCTV

UTC Sheffield may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV.

9. Use of Reasonable Force

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

The SCC guidance regarding Use of Reasonable Force will be followed by all employees employed by the Trust.

10. Discipline Beyond the UTC premises

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the UTC premises which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, UTC staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a member of staff a member of SLT must be informed. In the vast majority of cases they will involve the UTC's Police Liaison Officer, who will then follow agreed Police and UTC procedures. (See Police/SSP section). In addition, if the SLT member of staff considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the UTC's safeguarding policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on UTC residential and day trips. The UTC will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the UTC site (See consequences/exclusions).

Where bad behaviour occurs when a student is travelling to and from the UTC, the UTC reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full Consequences system will apply.

Students are encouraged to wear their UTC uniform correctly when travelling to and from the UTC and must not be involved in behaviour that could adversely affect the reputation of the UTC.

For example:

- students are discouraged from smoking cigarettes or e-cigarettes on their journey to and from the UTC. If they are found smoking at or near UTC premises the behaviour management protocol will be used;
- misbehaviour on public transport will result in the UTC behaviour policy sanctions being applied (C4, fixed exclusion, permanent exclusion).

11. Behaviour Committee of the UTC

A meeting of the Behaviour Committee will be convened by the Committee Clerk when:

- a student has received over 15 days' exclusion in one term;
- a student receives 8 C5s in an academic year;
- recommendation of permanent exclusion is made by the Principal for a one-off incident, or through the behaviour management protocol system.

The Behaviour Committee will comprise of 3 members of the local governing body who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

The Behaviour Committee can uphold exclusion or direct the student's reinstatement, either immediately or on a particular date.

The meeting must be convened between the 6th and 15th school day after the date of receipt of notice to consider the exclusion. This limit can be extended to 25 school days up to 25 September 2020, or as long as reasonably necessary as outlines in the DfE guidance '*Changes to the school exclusion process during the coronavirus (COVID-19) outbreak 2020*'

Between 25 September 2020 and 24 March 2021, meetings should take place within the normal timescales set out in the guidance on exclusion from maintained schools, academies and student referral units in England.

Governing boards and arranging authorities for independent review panels should take all reasonable steps to meet the normal deadlines for exclusions occurring after 24 September 2020.

They should:

- consider the guidance on protective measures for the full opening of schools
- facilitate remote access meetings where it is not reasonably practicable to meet in person

If the deadlines are missed because of coronavirus (COVID-19), the meeting must be held as soon as it becomes either reasonably practicable to meet in person or via remote access (respecting the conditions for such a meeting).

The Clerk will circulate the paperwork for the Discipline Committee meeting to all parties invited to attend at least 5 days in advance of the meeting.

Currently during the Coronavirus period such meeting can be held remotely in line with the DfE guidance '*Changes to the school exclusion process during the coronavirus (COVID-19) outbreak 2020*'.

The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

The Principal, a member of the Senior Leadership Team, the student's Learning Manager may also be invited to attend the meeting.

Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel. The parent/carer has 25 school days after the day on which notice in writing was given of the Behaviour Committee's decision.

12. Independent Review Panel

Where a parent (or excluded student, if aged 18 or over) disputes a decision of a governing body to uphold a permanent exclusion, they can ask for this decision to be reviewed by an independent review panel. In addition, parents can now take a case to the First-tier Tribunal (for allegations of disability discrimination). This replaces the previous system of independent appeal panels. As currently, cases involving allegations of discrimination on non-disability grounds can be taken to a County Court.

An independent review panel does not have the power to direct a governing body to reinstate an excluded student. However, where a panel decides that a governing body's decision is flawed in light of the principles applicable in a judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a student the panel will be expected to direct that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

Whether or not a school recognises that a student has special educational needs (SEN), all parents (or students if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion, for example, whether the UTC meets its legal duties in relation to SEN when excluding the student.

13. Police

The Trust will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, the Trust will inform the Police of any intelligence which may support the Police in preventing or tackling criminal activity.

A student and his or her family have the right to contact the Police if they feel that a criminal offence has been committed.

BEHAVIOUR IN THE CLASSROOM

In all classrooms we aim for praise to outweigh sanctions. There should be an 80/20 ratio. We need to concentrate on positive aspects of behaviour.

Setting the scene for positive behaviour is key.

Positive role model – be at the door, smile, be enthusiastic about working with the students and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues and how developing the 'big picture' with students allows them to think outside the box.

Giving Achievements and Praise - apply achievements and praise with care – be sure you have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly.

Start each day with a clean slate – making sure that incidents have been dealt with from prior lessons (please clean your behaviour boards at the *end of each lesson*). Students should be spoken to during the detention.

Be consistent - use this and *only* this approach with all students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. "Why are you talking?" Rather, "I've asked you not to talk, C1". Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students. The behaviour management system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the system is not used because pace, challenge and positive reinforcement should sustain students and enthuse them. This doesn't just apply to KS4, it is important to challenge behaviour at Post-16. The same behaviour management strategies can apply, however a different system is in place.

Key questions to ask yourself:

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?

Behaviour Protocol	Behaviour Management Dialogue/Strategies
<p>Warning – Rule Reminder</p> <p>A warning can be given to an individual and also a group/class. Blanket warnings can be given for:</p> <ul style="list-style-type: none"> • Chewing • Swinging on furniture • Shouting out • General ‘carrying on’ <p>Where the behaviour is particular to one student a blanket warning cannot be given for example:</p> <ul style="list-style-type: none"> • Poor levels of work • Talking to another student across the classroom • Distracting others 	<p>“(Student name) you are talking, what is the rule about talking? If you choose to keep talking that is a C1”</p> <p>State what is happening and give rule reminders.</p> <p>Try and identify behaviour that is proactive/positive.</p> <p>You do not have to write the student’s name on the board at this point.</p>
<p style="text-align: center;">C1 First negative behaviour</p> <p>The student’s name must be written on the board at this point.</p>	<p>“(Student name) you are now on a C1” “you have continued to talk across the classroom”</p> <p>Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.</p>
<p style="text-align: center;">C2 Second negative behaviour</p>	<p>“(Student name) you have again continued to talk you have now moved to a C2”</p> <p>When you have given the verbal comment try speaking privately to the student. Getting down to the student’s eye level being more personal can help diffuse whole class communication, this will keep the class calm, additional signals or nonverbal refocusing is useful.</p>
<p style="text-align: center;">C3 Third negative behaviour</p>	<p>“(Student name) you are on the verge of leaving the lesson because you are not behaving reasonably.”</p> <p>Remind the student that it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour:</p> <ul style="list-style-type: none"> • Set time markers for completing work, “You are here now and when I come back you should be here”, mark with the time. • Moving seats – if this is possible • Offer different activities • Ask them to take a minute to think about their behaviour.

<p style="text-align: center;">C4</p> <p style="text-align: center;">Fourth negative behaviour or immediate C4 for Health & Safety</p>	<p>“(Student name) you have now moved to a C4 because ... which means you can no longer stay in the room.” “You need to go to the Matrix room this is ...”</p> <p>At this point the student must leave the room to the matrix room. The student needs to leave with the consequences sheet filled in. If they become argumentative then defer and ask for them to discuss this when they return.</p> <p>When they return discuss with them their behaviour and the strategies that will be put in place to support them next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean slate.</p> <p>If a student does not attend a detention because they are ill the student must rearrange the detention when they return.</p>
<p style="text-align: center;">C5₁/5₂</p> <p style="text-align: center;">Fifth negative behaviour or immediate C5 for:</p> <ul style="list-style-type: none"> • Health and Safety • Walking away from a member of staff • Refusing to hand over items which are not allowed in the UTC • Swearing • Smoking • Not attending a C4/C4 OTHER detention • Not attending Study Support sessions 	<p>Fifth misbehaviour (in Matrix) means that the student is sent to the consequences room for the rest of the lesson. (If this is a double lesson then students stay there for both parts – if there is a break in between i.e. P2 to P3, the student should return for P3. Again if lunch is in-between then students will return after the break.)</p> <p>Again Section A needs to be completed, with the time etc.</p> <p>The student needs to return to the initial classroom at the end of the session in the consequences room.</p> <p>The Learning Manager will arrange a half-day in the consequences room and a 30 minute detention when a C5₁ has been issued.</p> <p>The Learning Manager will arrange a full day in the consequences room and a one-hour detention when a C5₂ has been issued.</p>
<p style="text-align: center;">C6 referral</p>	<p>A C6 can only be given when a student has worked their way through the behaviour management protocol and or where the breach of the UTC rules is serious. If there is a situation that warrants exclusion, then a Fixed Term referral needs to be made this needs to be agreed with the Principal or in their absence the most senior member of staff.</p>

Consequences Room	<p>Staff can access the list for the Consequences room from the desktop. Please check that you can see the correct date by using the tab at the bottom.</p> <p>The rule when in detention and in the Consequences room is to provide each student with appropriate learning activities. Students cannot sleep or put their heads on the desk. They must sit up.</p> <p>Please send appropriate work to the Consequences room by email or with the student inclusion document as a cover sheet.</p> <p>If you are allocated to the Consequences room, then can you please follow the guidelines on the desk.</p>
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Guidance for following a reasonable request – refusal to follow a reasonable request means that students are persistently not complying with a reasonable request. It does not mean that students are immediately given a C4, but they are asked 4 times to comply:

- “(Student name) can you please ...”
- “(Student name) I have asked you to ... can you please do so.”
- “(Student name) are you refusing to follow a reasonable request to ...”
- “(Student name) you have refused to follow a reasonable request, this has resulted in a C4.”

C4 OTHER	Reasons for a C4 OTHER:
<p>C4 OTHER detentions are to be given in your own subject area.</p> <p>**Students do not leave the lesson if they are given a C4 OTHER, they also fall outside of the progress review protocol, unless repetitive.</p>	<ul style="list-style-type: none"> • Smoking by association • Refusing a reasonable request • Using a mobile phone, or any smart technology in lessons and project time • Out of bounds • Being late to the lesson • Business Dress issues • Make-up/Nail Polish • Jewellery • Failure to bring correct equipment – (Maths, PE, Engineering) • Behaviour in the dining area and between lessons, eating in a lesson and project time • Eating in the Project Area • Using ICT inappropriately – games etc. • Chewing Gum – BANNED

<p>C5₁ Truancy</p>	<p>This is given for a student not attending your lesson even though they are in the UTC. Please check your registers carefully so that these are allocated correctly. They can also be issued if a student leaves your lesson without permission, or you see a student around the UTC anywhere they should not be. If you see students walking around the UTC please check their timetable.</p>
<p>Fixed Term Exclusion</p>	<p>A fixed term exclusion is given when a student behaves in a wholly inappropriate fashion. This needs to be logged in a much detail as possible. For both C6 and Fixed Term you need to set work. This can either be e-mailed directly to the student or parent/carer or given to the Learning Manager. It is important that work is set and logged otherwise a permanent exclusion could be over-turned.</p>
<p>Re-integration meeting</p>	<p>Reintegration meetings are held between a member of SLT, the Learning Manager, the student and the parent/carer when a student returns from an incident. At this meeting the student's behaviour will be discussed and an Individual Behaviour Support Plan will be created. Targets from the plan will be e-mailed to staff and included on the student report. Staff will be requested to complete the circulars to complete further IBPs if poor behaviour continues.</p>
<p>HWK/CWK This is not a C4 or C4 OTHER</p>	<p>The HWK/CWK system runs between the progress review cycle. A student is given one opportunity within a progress review cycle to have a deadline extended. If a student misses the second deadline a detention is given. This information is logged on the system as HWK. Please log the information relating to the task so we can discuss this with students and parent/carers. If the student does not attend this needs to be logged, the Learning Manager will pick it up from there.</p>

When do I call for further assistance? If there is a serious incident, e.g. a health and safety issue, foul and/or abusive language directed at a member of staff, then a senior member of staff must be contacted through reception (SIMS alert or radio).

Double lessons – if lessons are joined together then the sanction lasts the length of the session. If it is broken by break, lunch or a different teacher then the process starts again. However, if the issue relates to health and safety the sanction carries forward even if there is a break. In the case of a split lunch the sanction carries forward, however, the student will be escorted from the consequences room to obtain lunch.

During tutor sessions is a prime opportunity to help students reflect on their behaviour. The tab on your front e-portal screen helps you see the events and comments both positive and negative given to students in your charge. These need to be reviewed weekly. If you have any concerns with low level disruption tutors can place students on report to them with targets. If you are using this intervention Learning Managers need to be made aware and there needs to be a discussion with parents/carers.

Smoking off site/general behaviour off site – If students are in Business Dress and on their way to and from the UTC they are our responsibility. Sanctions can be issued and students should be tackled. If you see them smoking in the vicinity of the UTC please report this to SLT.

C4/C4 Other

Issue C4, student then sent to Matrix with Section A form. If a student is issued with a C4-Other they do not leave the classroom. Detentions should be recorded in planners.

Students must arrive at the Matrix Room/Consequences room within 5 minutes of being sent. They must also return from the Matrix room with 5 minutes to spare. The Section A must be complete and returned to the member of staff.

If the student does not return from Matrix then they should be issued with a C5₁.

The student then must be issued with a detention.

Enter the details into MIS.

If a student has another detention on the same night it is their responsibility to reschedule one of their detentions.

If you issue a detention you need to meet with the student on the afternoon of the detention.

If the student does not attend a C5₁ It needs to be issued on MIS.

Please check student attendance on the day of the detention. If the student is absent on the day of the detention enter them for the next available detention when they return to the UTC.

Matrix Room Procedure

Has the student arrived within 5 minutes of the time indicated in Section A?

If the student has not arrived within 5 minutes then they need to be referred to the Consequences Room (C5₁/5₂)

The matrix room teacher has to complete the Section A form indicated the time the student arrived.

Place student into your class, occupy & ignore (OI). Student to fill in their section A. They need to return to the initial room within 5 minutes of the end of the lesson.

If the student misbehaves they need to be sent to the Consequences Room. Again Section A needs to be complete with the time they left Matrix.

Consequences Procedure

C6 Issued

The student arrives at the Consequences Room within 5 minutes of the start of the day.

The student behaves in the Consequences Room and attends the 30 min detention at the end of the day.

The student is monitored by the Learning Manager.

The student does not arrive at the Consequences Room within 5 minutes of the start of the day or the student misbehaves in the Time Out Room.

A C6 referral is logged on to SIMS by the Consequences Room supervisor. The admin team is contacted by phone to register the C6.

C6 referral is assessed by the Principal. If the C6 referral is approved then the admin team will email teachers for work for the student. The work is then handed to the learning manager.

Behaviour Management Protocol – Code of Conduct

THIS MUST BE COPIED OUT BY ALL STUDENTS AT THE BEGINNING OF A DETENTION

The Behaviour Management Protocol programme is central to the way the UTC operates. It helps all members of the UTC community feel secure because we are really clear about what behaviour is unacceptable and what the consequences will be. It makes everyone feel valued because it is a way of making sure students are rewarded for good behaviour.

- The Behaviour Management Protocol exists at UTC Sheffield to allow teachers to teach and all students to learn.
- The Behaviour Management Protocol is a consistent, fair and positive system which is applied in all lessons across all subjects.
- The Protocol means that positive behaviour is praised. However, everyone is clear about the consequences for negative behaviour.
- Praise is the most important aspect of the Protocol. Students should try hard to gain praise in all lessons and staff will always aim to award more praises than consequences.
- Students will always receive a warning about their behaviour before any consequences are issued to them.
- During lessons, students who receive consequences will have their names displayed on the behaviour board.
- Students must change their behaviour in any lesson where a C1 has been issued otherwise a C2 will be given. If students choose not to change their behaviour it will result in a C3, the final warning. By continuing their negative behaviour the student is given a C4. This means a removal from the lesson to the department's Matrix Room and a one-hour detention. C4 detentions will be recorded in student planners.
- Failure to arrive promptly or to behave appropriately in the department Matrix Room will result in a C5a being issued (students will spend the afternoon in isolation plus 30 minutes after school).
- Failure to complete or to behave appropriately in a C4 detention results in a C5₁ which is a half day in the Consequences room at a later date.
- Failure to complete a C5₁ isolations will result in a C5₂ isolation being issued, meaning students will spend a full day in the consequences room, including 1 hour, after end of the school day (reflecting each year groups finishing time).
- Failure to report to the Consequences room before the start of the UTC day on the date given will result in a C6 which is an exclusion from the UTC.
- The Consequences room is a place for students to reflect on the serious consequences of their behaviour.
- **REMEMBER – ONCE A SANCTION HAS BEEN ISSUED IT WILL NEVER BE CANCELLED.**
- The Behaviour Management Protocol will be used alongside progress reviews to monitor and track all students.
- Any student receiving a high number of praises will be given an E1 or E2 in that particular subject.

SECTION A

This section to be completed by the member of staff prior to removing student

Date of Lesson	Period	Staff Name

C4 Time Left Classroom		Time Arrived at Matrix Room		Time Left Matrix Room		Time Arrived at the Consequences Room	
P1		P1		P1		P1	
P2		P2		P2		P2	
P3		P3		P3		P3	
P4		P4		P4		P4	
P5		P5		P5		P5	
P6		P6		P6		P6	
P7		P7		P7		P7	
P8		P8		P8		P8	

This section to be completed by the student in the Matrix Room or Consequences Room

Name	Year	VMG
Teacher	Lesson	
Subject	Which room were you in?	

Tick the classroom expectations that the teacher spoke to you about:

1. Arrive to lesson on time and with the right equipment
2. Follow instructions first time.
3. Listen to the person who should be talking.
4. Keep hands, feet and unkind words to yourself.
5. Put your hand up if you want attention.

Describe exactly what you did to get a C4 or C5

How do you feel now about your behaviour?

What SHOULD you have done to avoid the C4/C5

How can you make up for what you have done with the member of staff and/or other students?

What do you need to do to behave in the future?

What classroom strategies will be used?

- New seating plan
- Differentiated activities
- Time limits on tasks
- Challenging activities
- Catch-up
- Roles and responsibilities
- Faculty report
- Parent/Carer meeting
- Refer to Curriculum Director
- Refer to Learning Manager
- Refer to SENCO
- Refer to SLT

3 facts about yourself