



Humber UTC
A University Technical College

Humber UTC

BEHAVIOUR POLICY

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Behaviour Policy

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GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

Introduction

Section 88 of the Education and Inspections Act 2006 requires governing bodies and management committees of maintained schools to have regard to the statutory guidance from the secretary of state for Education in making and reviewing a 'written statement of behaviour'. The Governing Body has a duty to produce, and review, a written statement of general principles to guide the Principal in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and discipline in schools' – Guidance for governing bodies' has been used as a reference in producing this Statement of Behaviour Principles.

Schools are required to have a Behaviour Policy which includes the school rules. It is the responsibility of the Principal along with the staff in the UTC to produce our UTC Behaviour Policy and the duty of the Governing Body to provide the Principal with a clear written statement of the principles around which the UTC's Behaviour Policy will be formed and followed. The Statement of Behaviour Principles will be reviewed regularly as indicated on the title page to take account of any legislative or other changes which may affect the content or relevance of this document.

In deciding on these Behaviour Principles, the Governors consulted with parents, learners, school staff and the Principal to ensure that the Principles are both relevant and appropriate for the standard of behaviour expected (Humber UTC rules); the use of rewards and consequences; the circumstances in which reasonable force will be used and when multi-agency assessment will be considered for learners who display continuous disruptive behaviour; in the UTC.

In terms of staff and other adults, any person whose work brings them into contact with learners including volunteers must follow the principles and guidance outlined in the UTC Code of Conduct for Staff and Other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012' and in relation to this Code of Conduct, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

Principles

Right to feel safe at all times:

All young people and staff have the right to feel safe at all times whilst in the UTC. There should be mutual respect between staff and learners; learners and their peers; staff and their colleagues; staff and parents or other visitors to the UTC. All members of the Humber UTC community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions laid out in the UTC Behaviour Policy.

All staff must be aware of the risk of radicalisation and be alert to changes in a learner's behaviour which could indicate that they may be in need of help or protection. The school's E-Safety Policy details our policy on online safety and preventing access to terrorist and extremist materials when accessing the internet. Pupils resilience to radicalisation will be built up by achieving a positive ethos in UTC as laid out in the Behaviour Policy and with the promotion of fundamental British values.

High standards of behaviour:

The Governors strongly believe that high standards of behaviour lie at the heart of a successful UTC. Such expected behaviour will enable all its young people to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside the UTC in encouraging them to become acceptable members of the wider community.

Inclusivity and Equality:

Humber UTC is an inclusive school. All members of the school community should be free from discrimination of any description and this is further recognised in our **Equality & Diversity Policy** and promoted in the day-to-day running of the UTC. The Behaviour Policy must emphasise that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero-tolerance attitude. The Policy must therefore include an anti-bullying statement which is clear, concise and is understood by all members of the Humber UTC community. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The Humber UTC's legal duties in order to comply with the Equality Act 2010 and which are described in the Equality & Diversity Policy will be further reinforced through the Behaviour Policy and seek to safeguard vulnerable learners, particularly those with special educational needs where reasonable adjustments in the Behaviour Policy's application may need to be made.

Humber UTC Rules:

The UTC Behaviour Policy must include details of the rules. These should set out the expected standards of behaviour, displayed in all classrooms, shared with and explained to all learners. The Governors expect that any UTC rules are applied consistently across the whole of the UTC by staff and others to whom this authority has been given. UTC behaviour rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and the appropriate level of consequences for inappropriate or unacceptable behaviour.

Rewards:

The Governors expect the Behaviour Policy to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole UTC. The rewards system will encourage good behaviour in the classroom and elsewhere in the UTC. The Governors expect that any rewards system is explained to others who have responsibility for young people such as extended school provision and, where applicable, **parents** so that there is a consistent message to students that good behaviour reaps positive outcomes. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Consequences:

Consequences for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, learners and parents/carers. Like rewards, consequences must be consistently applied across the whole UTC, including extended school provision and, where applicable, **school to home transport arrangements are confirmed**. The range of consequences must be described in the Humber UTC Behaviour Policy so that all concerned are aware of and understand how and when the consequences will be applied. The Humber UTC Behaviour Policy should also explain how and when exclusions (both fixed-term and permanent) will be used as a consequence. The Policy should also include the provision for an appeal process against a consequence where a student or parent believes the UTC has exercised its disciplinary authority unreasonably. The Governors, however, believe that the exclusion consequence should only be used as a last resort. The Principal may inform the police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place. It is important that consequences are monitored for their proper use, consistency and effective impact.

Power to Screen and Search Learners:

The Governors expect the Behaviour Policy to clearly explain to staff and others with authority their powers in relation to the screening and searching of learners for items which are 'prohibited' and/or banned in accordance with the school rules. (see section 9)

The use of Reasonable Force:

The Governors expect the UTC Behaviour Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact in order to control inappropriate behaviour including removing disruptive learners from classrooms or preventing them from leaving. A definition of 'reasonable force' should be included which should also explain how and under what circumstances pupils may be restrained. The Governors

expect that appropriate and 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques. Mention should also be made of the need for individual learner 'Behaviour Management Plans' which may specify particular physical intervention techniques for the pupil concerned. (see section 11)

The Power to discipline for behaviour outside the school gates:

The Governors expect the Humber UTC Behaviour Policy to set out the UTC's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any bad behaviour when the child is:

- taking part in any school-organised or school-related activity, or
- travelling to and from school, or
- wearing school uniform, or
- in some other way identifiable as a learner at the school

(see section 12)

Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:

- could have repercussions for the orderly running of the UTC, or
- poses a threat to another learner or member of the public, or
- could adversely affect the reputation of the school.

Pastoral care for school staff:

The Humber UTC Behaviour Policy must include details of how the school will respond to an allegation against a member of staff. The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Principal to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. In addition, the Behaviour Policy should set out the disciplinary action that will be taken against learners who are found to have made malicious accusations against school staff.

I Introduction

Note: All sanctions stated within this policy document are issued at the discretion of the Principal.

Policies and practice are aimed at promoting an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs.

Students are asked to:

- Be polite, courteous, respectful to everyone on the College site and to comply with reasonable requests or instructions made by staff on the first time of asking.
- Wear the suitable clothing, as directed within the College Guide, correctly. Any make-up must be discrete. The decision as what qualifies as discrete rests with the Principal of the College and the Assistant Principals in the Principal's absence.
- Arrive in the College and at lessons punctually and be prepared to learn. Any student who arrives late to the College or lessons may be required to undertake after College detention.
- Bring appropriate equipment such as: Planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the College day.
- Have regard for their own safety and that of others.

The College provides a secure and safe environment for students who are expected to remain on site throughout the College day and leave promptly at the end of the day unless engaged in enrichment activities.

HUTC believes that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low-level disruption negatively affect 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 HUTC's Assessment Policy and the Inclusion Policy. HUTC 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 College rules and re-engage with learning. In some circumstances, the 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 College, or its community: this may result in exclusion.

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

- 1 Exclusion from maintained schools, Academies and pupil referral units in England 2012;
- 2 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- 3 Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
- 4 DfE and ACPO Drug Advice for Schools;
- 5 Use of Reasonable Force;
- 6 Behaviour and Discipline in Schools;
- 7 Screening, Searching and Confiscation;
- 8 Ensuring Good Behaviour in Schools; and
- 9 DfE dealing with allegations of abuse against teachers and other staff.

All documents should be read in conjunction with this policy.

2 Behaviour Management System

The use of 'Consequences of Behaviour' 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. If unchecked this sort of behaviour wrecks lessons and undermines the authority of the teacher. This use is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

Records of the issue of any C5, C6 or Fixed Term exclusion is kept up by the Learning Managers and is monitored closely by the Senior Leaders. Any resulting impact of the intervention is also recorded giving a personalised profile of an individual student.

The Learning Manager and Learning Manager Assistant along with Senior Leaders will become involved in the intervention with students who have received 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 Assistant Principal has an overview of the progress of these students with regular feedback from Learning Managers and Learning Manager Assistant. It is also their responsibility to keep the Senior Leadership Team informed of the progress of students.

HUTC 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.

The following tables are to be used as guidance only. They present a model that increases the length of exclusions, over time, in order to reflect the continuing failure of a student to adhere to the College's rules. The Principal retains full authority to vary the length of any exclusion, C6 or FT, at any time however no student will receive greater than 45 days' exclusion in any one academic year in accordance with *Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion*. The next stage involves a student being permanently excluded for persistent disruption. Please note that a principal also retains the right to permanently exclude a student for persistent disruption even if they have not reached 45 days.

Number of FT Exclusion	Number of Days Exclusion	Number of FT Exclusion	Number of Days Exclusion
First	1	Eleventh	2
Second	1	Twelfth	3
Third	1	Thirteenth	3
Fourth	1	Fourteenth	3
Fifth	1	Fifteenth	3
Sixth	1	Sixteenth	4
Seventh	1	Seventeenth	4
Eighth	2	Eighteenth	5
Ninth	2	Nineteenth	5
Tenth	2	Total Days in One Academic Year	45

CONSEQUENCES OF BEHAVIOUR IN THE CLASSROOM

In all classrooms we aim for praise to outweigh reprimand. We need to concentrate on **positive aspects of behaviour**.

'When students behave inappropriately give them what they don't want – a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately'.

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 lesson with a clean slate – making sure that incidents have been dealt with from prior lessons. (Please clean your consequences boards at the end of the lesson). Students should be spoken to in the consequences 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, CI". Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students.

The Consequences system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the consequences 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 in Year 12/13. The same behaviour management strategies can still 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?

Consequences/Behaviour

Warning – Rule Reminder

A warning can be given to an individual and also a group/class. Blanket warnings can be given for:

- Chewing
- Swinging on furniture
- Shouting out
- General 'carrying on'

Where the behaviour is particular to one student a blanket warning cannot be given for example:

- Poor levels of work
- Talking to another student across the classroom
- Distracting others

C1 - First negative behaviour

The student's name **must** be written on the board at this point.

C2 – Second negative behaviour

C3 - Third negative behaviour

C4 - Fourth negative behaviour or immediate C4 for Health & Safety

Parent/carers need to be invited to Parents' Evening.

Behaviour Management Dialogue/Strategies

“Michael you are talking, what is the rule about talking? If you choose to keep talking that is a C1”

State what is happening and give rule reminders.

Try and identify behaviour that is proactive/positive.

You do not have to write the student's name on the board at this point.

“Michael you have continued to talk across the classroom”
“Michael you are now on a C1”

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.

“Michael you have again continued to talk you have now moved to a C2”

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.

“Michael you are on the verge of leaving the lesson because you are not behaving reasonably.”

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:

- 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.

“Michael 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 ...”

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.

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.

If a student does not attend a detention because they are ill the student must rearrange the detention when they return.

C5 Truancy

This is given for a student not attending your lesson even though they are in the College. 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 College anywhere they should not be. If you see students walking around the College please check their planners.

Fixed Term referral

A fixed term referral 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 on e-portal otherwise a permanent exclusion could be over-turned.

Re-integration meeting

Reintegration meetings are held between a member of SLT, the Learning Manager, the student and the parent/carer when a student returns from an exclusion. 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.

HWK/CWK

This is not a C4 or C4 OTHER

A student is given one opportunity within a half term 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 inform the learning mentor.

C5- Fifth negative behaviour or immediate C5 for:

Health and Safety

Violence or threatening behaviour towards others

Walking away from a member of staff

Refusing to hand over items which are not allowed in the College

Swearing

Smoking

Not attending a C4/C4 OTHER detention

Not attending Study Support sessions

Parent/carers need to be invited to Parents' Evening.

C6 referral

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.)

Again Section A needs to be completed, with the time etc.

The student needs to return to the initial classroom at the end of the session in the Consequences room.

The Learning Manager will arrange a full day in the Consequences room and a one hour detention when a C5 has been issued.

A C6 can only be given when a student has worked their way through Consequences. If there is a situation that warrants exclusion then a Fixed Term referral needs to be made. If you make either a C6 or a fixed referral then the Admin team needs to be informed immediately so SLT and the Intervention team can act swiftly.

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.

The rule when in detention and in the Consequences room is occupy and ignore. Students cannot sleep or put their heads on the desk. They must sit up.

If you wish to set work please send this to the Consequences room.

If you are allocated to the Consequences room then can you please follow the guidelines on the desk.

The Consequences Room

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:

“Michael can you please ...”

“Michael I have asked you to ... can you please do so.”

“Michael are you refusing to follow a reasonable request to ...”

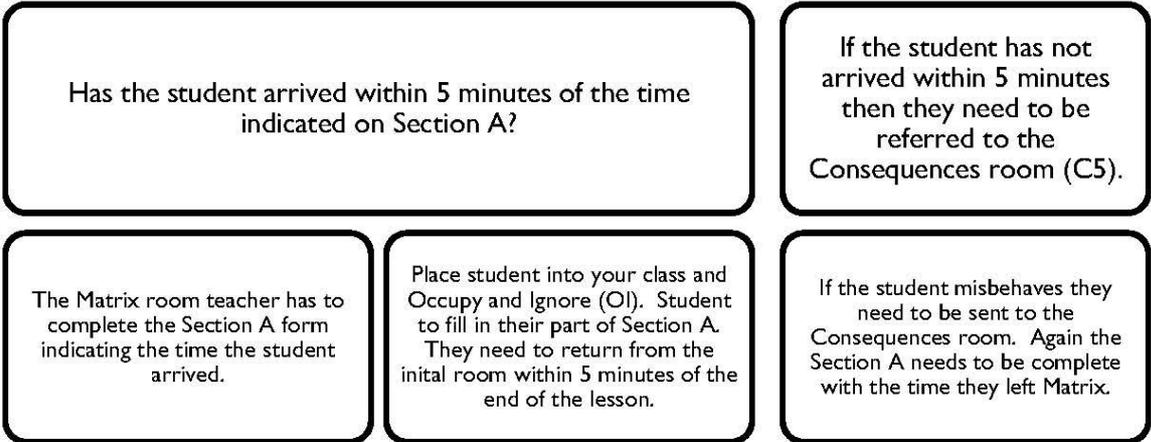
“Michael you have refused to follow a reasonable request, this has resulted in a C4.”

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 the Admin office/reception.

Double lessons – if lessons are joined together then the consequence 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 consequence carries forward even if there is a break. In the case of a split lunch the consequence carries forward however, the student must leave isolation to obtain lunch.

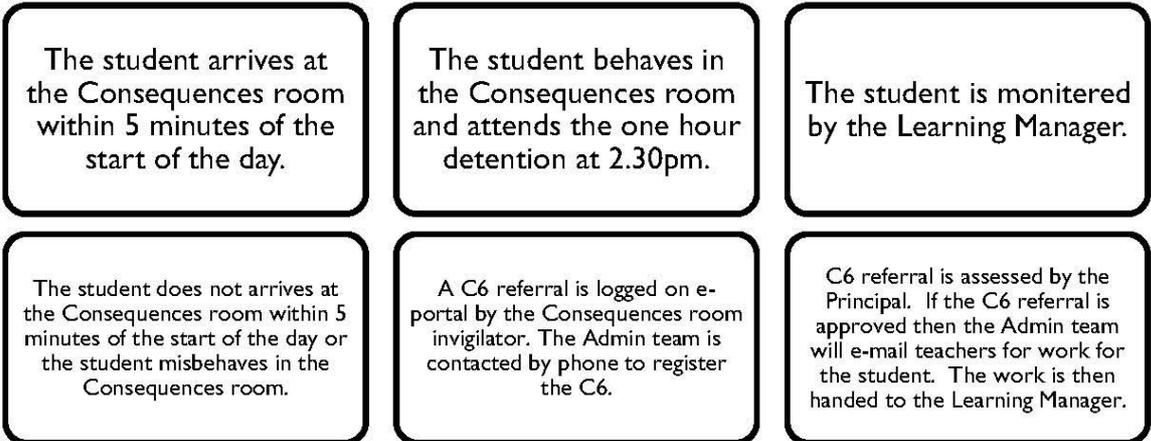
Smoking off site/general behaviour off site – If students are in uniform and on their way to and from the College they are our responsibility. Consequences can be issued and students should be tackled. If you see them smoking on the drive or anywhere after the drive line please report this to SLT.

Matrix Room Procedure



Consequences Procedure

C6 Issued



4 C6 Exclusions and the length of exclusions

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

A C6 exclusion is an exclusion from the Consequences Room (C5). All other exclusions are Fixed Term (FT) exclusions.

A C6 during the morning

If a student fails a C5 then they will be excluded (C6) for either 0.5 days or longer depending on the time of the day that the exclusion takes place.

If a student attends a C5 and receives their AM roll call registration mark but then fails the C5 before the PM roll call registration mark is taken then the student will be excluded for the remainder of the day e.g.

Student A arrives at their C5, receives their AM registration mark but then fails the C5 at say 9:30am. Because this is after the AM registration mark they are marked as present (I) on the register for the morning (0.5 of a day). In order to exclude the student (C6) for failing the C5 but to ensure that they return, following a reintegration meeting, to do a full day back in the Consequences Room (C5 plus the C4), they should be excluded for the remainder of the day i.e. the afternoon. Thus their registration for the day will show present: AM (I) and PM (E) – a 0.5 C6 exclusion.

Should a student fail their C5 after the PM registration has been taken then they should be excluded for the following day. Thus this student will be able to return, following their reintegration meeting, to a full day C5.

A C6 exclusion with either be 0.5 days or for XX days (see table below) depending on the time of the exclusion during the College day. This does not apply to Fixed Exclusions (FT) which should be the length prescribed in the table above.

Number of C6 Exclusion	Number of Days Exclusion
First	0.5 or 1
Second	0.5 or 1
Third	0.5 or 1
Fourth	0.5 or 1
Fifth	0.5 or 1
Sixth	0.5 or 1
Seventh	0.5 or 1
Eighth	1.5 or 2
Ninth	1.5 or 2
Tenth	1.5 or 2
Eleventh	1.5 or 2
Twelfth	2.5 or 3
Thirteenth	2.5 or 3
Fourteenth	2.5 or 3
Fifteenth	2.5 or 3
Sixteenth	3.5 or 4
Seventeenth	3.5 or 4
Eighteenth	4.5 or 5
Nineteenth	4.5 or 5
Total Days in One Academic Year	45 days or fewer

Note, it is likely that a student who is failing to adhere to College rules will have both C6 and FT exclusions and that some will be 0.5 days and some full-days. Principals should consider the number of exclusions that a student has received in order to determine the length of exclusion i.e.

It is IMPORTANT that a student is not allowed to persistently disrupt and defy the College for a longer period of time than we would reasonably tolerate, having exhausted our intervention strategies. Therefore, a Principal retains full discretion to permanently exclude a student, even if they have not reached 45 days' exclusion in one academic year for persistent disruption and defiance.

5 Fixed Term Exclusion

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.'
(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

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

- Failure to comply with a reasonable request from a senior member of staff.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System' 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.
- Behaviour which calls into question the good name of the College.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of College rules.

6 Permanent Exclusion

A decision to exclude a pupil permanently will only be taken:

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the college
- in response to serious or persistent breaches of the school's behaviour policy

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

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

- a. serious actual or threatened physical assault against another student or a member of staff;
- b. sexual abuse or assault;
- c. supplying an illegal drug;
- d. possession of an illegal drug with intent to supply;
- e. carrying an offensive weapon;
- f. making a malicious serious false allegation against a member of staff;
- g. potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

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 College community.

A Principal may also permanently exclude a student for:-

- a. persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises; or
- b. an offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the College community.
- c. Deliberate activation of the fire alarm without good intent.
- d. Repeated or serious misuse of the College computers by hacking or other activities that compromise the integrity of the computer network.
- e. Repeated verbal abuse of staff.

The College has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the College. 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 to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance, *Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion*

7 Partial Timetable

As an alternative to exclusion a Principal may, in limited circumstances, make use of a partial timetable to support a student. Please see attached form – Partial Timetable Agreement between College, Student and Parent/Carer.

8 Provision of Education for Students Excluded for a Period Exceeding 5 days

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

9 Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies'. Where a search of an individual or their property is required it will only be undertaken by a Senior Leader and in the presence of one other member of staff.

In addition to the practice identified in the DfE guidance, College also bans any item brought into the College 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 College or be detrimental to College practice and as a result a student and their possessions may be searched for such items.

Confiscation

- College 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 school discipline.
- Staff should hand the confiscated item to the relevant member of support staff (SiD, 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.
- Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the College can be collected by parent/carers except where the College has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters. Students cannot collect any item themselves until the end of the half-term period i.e.: if a student has their mobile phone confiscated then their parent/carer can collect the phone that evening or a subsequent day. A student, however, cannot collect their phone for themselves until the end of the day on the last day of that half-term.
- The College'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.
- The Principal will use their discretion to confiscate, retain and/or destroy or return any item found as a result.
- Electronic equipment, jewellery and other expensive items will be confiscated and held by the College for a period of up to one year. If, at the end of the year, the item has not been reclaimed then the College reserves the right to destroy the item.
- Where alcohol has been confiscated the College will retain or dispose of it. This means that the College can dispose of alcohol as they think appropriate (or return it to a parent/carer but this will not include returning it to the student).
- Where the College 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.
- Where the College 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.
- Where the College finds 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.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the College can dispose of tobacco or cigarette papers as they think appropriate but this will not include returning them to the student.
- 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 College carries out its own investigation.
- 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.

Where a member of staff finds an item, which is banned under the College rules, they should consider all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

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 College carries out its own investigation.

10 CCTV

HUTC may use CCTV for the purpose of maintaining discipline and managing behaviour and safety.

11 Use of Reasonable Force

Please refer to the DfE guidance *Use of reasonable force. Advice for Head teachers, staff and governing bodies*.

All members of College staff have a legal power to use reasonable force. This power applies to any member of staff at the College as directed by the Principal.

12 Discipline beyond the College gate

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the College 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, College staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a College member of staff the Principal or Assistant Principal must be informed. In most cases they will involve the College's Police Liaison Officer, who will then follow agreed police and College procedures. (See Police/SSP section). In addition, if the Principal/Assistant Principal considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the College's safeguarding policy will be followed.

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

Where bad behaviour occurs when a student is travelling to and from the College, the College 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.

I3 Police

HUTC will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, HUTC 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.

Further information on the role of Safer Schools Partnerships can be found in the Safer Schools Partnership Guidance document available on the internet:

https://www.education.gov.uk/publications/eOrderingDownload/Safer_Schools_Guidance.pdf

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?

Departmental report

3 facts about yourself

Lateness

**Out of Bounds
Jewellery**

**Defacing/No
Planner**
(Please delete as
required)

**Smoking by
Association
Uniform
Make up/nail
polish/false nails
Behaviour/Other**

Section B

To be printed on yellow paper

C4/C4-Other Detention Letter

Today's Date: _____

Dear Parent/Carer

I am writing to inform you that your child has been issued with a C4/C4-Other for the following reason:

Please note that replacement planners cost £4.00 – available from the College shop.

Your child has been given a detention from 2.30pm to 3.30pm.

Name of Student	Detention Date
Year	Department
Issued by	Detention Room

It is the **student's responsibility** to ensure that they attend the detention on the given date. Failure to attend this detention will result in a C5 which means that your child will spend a day in the Consequences room followed by a one hour detention. If your child is absent from the College on the day of the detention then on their return, they **MUST** go to the teacher or another teacher in that department issuing the C4 and re-arrange the detention. **Any SLT detentions are transferred to the following day's register and the student is expected to attend the SLT detention on their return to the College otherwise the next stage of the consequence will be applied.**

Thank you for your continued support.

Yours faithfully

Principal

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This slip is to be passed to the HOD by the member of staff issuing the C4.

Consequences of Behaviour sticker

To be printed on yellow stickers

C4		Issued	
Subject		Detention Date	
Teacher		Room	
It is your responsibility to ensure that you attend the detention. Failure to do will result in a C5. If you are absent YOU must re-arrange the detention on your return.			

C4 Other		Initials
Lateness		Out of Bounds
Defacing/No Planner		Smoking by Association
Uniform		Make-Up/Nail polish
<u>Jewellery</u>		Other
Issued on	Detention date	Room

To be printed on red stickers

C5 Event Notification

Date of Issue	Staff
Refusing a reasonable request	Misbehaviour in Matrix
Not attending Matrix	OOB – running away
Smoking	Verbal abuse
Missed detention	Behaviour
Other	

It is your responsibility to report to U23 by 8:25am in the morning to be registered. Failure to report without a valid reason will result in a C6 exclusion. Your C5 event will be complete at 3:30pm.

This is your acknowledgement of the C5, it is your responsibility to

show this to your parent/carer. The College does not need to give 24 hours' notice for detentions or internal exclusions.

Examples of Intervention.

Level 1

Meeting with Learning Manager
Positive comments book

Target card to Learning Managers

After College Enrichment

Peer Mentor

Classroom observation
Learning Manager Group work
IBP

Change of VMG
Change of teaching group
Booster session for core subjects
1:1 support
Course change
LUCID testing
Reading intervention
Green on Vulnerable Register
Dyslexia intervention
Additional Adult support
Structured seating plan
Specialist equipment
Smoking Cessation Group

Level 2

Meeting with SLT member

Re-integration meeting
Internal Behaviour Committee meeting
Breakfast/Break/Lunch club

Detentions with Deep Support Team

Peer Mentor
Inclusion Co-ordinator involvement
Inclusion Co-ordinator meeting with parent/carer
SSPO involvement
Restorative Justice
Booster session for core subjects
1:1 support
Course change
Self-esteem group work
Refer to Bridge
Amber on Vulnerable Register
Dyslexia intervention
Additional Adult support
Refer to Inclusion Team Meeting
PSP with student and parent/carer
Discuss at PAG meeting
EPS referral
CAMHS referral
Outreach support from Learning Centre

SLT mentor
Tackling Temper
Learning Revolution
Individual Support Package
Increased Learning Manager tracking
Literacy programme
Numeracy programme
Reading Intervention
Enrichment programme
Differentiated tasks
Differentiated resources
Time out card
Anger management
Initiate CAF
Target card to SLT
Social worker involvement
EWO involvement
Targeted work in PLC
Social Skills programme
Behaviour for Learning Programme

Level 3

Meeting with Principal

Re-integration meeting

Managed move
Internal Behaviour Committee meeting
Work placement off-site

SLT mentor
Inclusion Co-ordinator withdrawal
Social Skills Work Group

Targeted work with SSPO
Bentley Training Programme
Booster session for core subjects
1:1 support
YMCA
YIP
On red in Bridge
Red on Vulnerable Register
Further SEND intervention
Additional Adult support
Anger management
TAC meeting
Return to PAG meeting
EPS referral
CAMHS referral
Learning Centre placement

SLT mentor
Action2Change programme
Personal interview with Connexions
Individual Support Package
Working with other professionals
Literacy programme
Numeracy programme
Reading Intervention
Enrichment programme
Differentiated tasks
Differentiated homework
Targeted work with Social Worker

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.

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 C5.

The student then must be issued with a detention.

Enter the details into E-portal.

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 C5 needs to be issued on E-portal.

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 Academy.