



## **BEHAVIOUR FOR LEARNING POLICY**

<b>Responsible:</b>	The Principal
<b>Updated:</b>	July 2021
<b>Date Approved by Governing Body:</b>	October 2017
<b>Next Review:</b>	July 2023

### **1. RATIONALE**

At the Watford UTC we believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole UTC community. Our ethos is founded on 'mutual respect and responsible behaviour'. The Behaviour for Learning Policy focuses on positive behaviour which supports learning and promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that when behaviour problems occur, all staff, students and parents have a clear understanding of the procedures for dealing with problems.

### **2. AIMS**

- To promote the concept that the best learning opportunities occur in a positive and structured environment.
- To promote consistently high expectations of positive behaviour and throughout the UTC.
- To affirm that maintaining good behaviour within the UTC is the shared responsibility of every member of the community.
- To raise students' self-esteem.
- To develop self-discipline amongst students and a sense of responsibility to others within the UTC community.
- To establish clear guidelines of behaviour with appropriate rewards and sanctions which are clearly understood across the UTC.
- To ensure that everyone has the right to be treated fairly and be treated equally.
- To encourage and enable all staff to resolve behavioural problems should they occur.
- To create a caring, stimulating and secure environment in which everyone can operate safely.
- To ensure the policy is fully understood and implemented consistently throughout the UTC, and is effectively monitored and evaluated.

### **3. OBJECTIVES**

- There is a clear understanding that everyone in the UTC has the right to be able to fulfil their potential and everyone has the responsibility to allow them to do so.
- To create a learning environment which is characterised by respect, responsibility and co-operation with a focus on high standards.

Both objectives are in accordance with our Equalities Policies.

This policy should also be read in conjunction with the UTC's Code of Conduct (appendix 2).

#### **4. PROMOTING POSITIVE BEHAVIOUR**

There are many ways of trying to promote good behaviour. Two underlying principles are:-

- Consistency amongst staff in implementing UTC policies and when dealing with individual students
- Mutual respect through good relationships between students and staff

Ways of encouraging positive behaviour include:-

- Understanding that students are individuals;
- Ensuring the curriculum is appropriate for each individual student;
- Using a variety of teaching styles;
- Recognising achievement.

We recognise that the sensitive use of reprimands and sanctions is an effective means of cutting short inappropriate behaviours and educating students towards more positive attitudes.

We promote positive behaviour explicitly through:-

- the Assembly and Masterclass Programme;
- tutoring and mentoring;
- the credit and debit system;
- setting expectations and boundaries with students;
- use of student reflection;
- involvement of parents;
- discussion with students;
- leading by example;
- challenging anti-social behaviour consistently;

We ensure positive behaviour by strategies including:-

- providing an appropriate and stimulating curriculum
- high quality of teaching and learning
- helping students to modify inappropriate behaviour through pastoral support and social inclusion
- following agreed procedures;
- target setting and use of, for example, Individual Education Plans, Pastoral Support Programmes, Governor Attitude to Learning panels;
- taking collective responsibility for behaviour around the UTC;
- induction of staff;

- teaching appropriate behaviour to students and supporting colleagues.

## **5. REWARDS**

As a UTC we are committed to promoting, celebrating and rewarding achievement. We recognise that our students possess a range of talents and abilities.

At the Watford UTC we reward students on both an individual level and as members of groups. There are many ways in which students are rewarded, e.g:

- staff praise in books and using ARBOR (Management Information System);
- credits, commendations and awards;
- individual certificates;
- written communication/email;
- recognition of outstanding achievements;
- visits and trips;
- recognition in the Newsletter; Principal's Noticeboard, website, social media
- Invitation to Principal's Tea.

## **6. CONSEQUENCES AND SANCTIONS**

There is an expectation that students will face consequences wherever their behaviour does not meet the required high standards. Any sanction should be appropriate and it is expected that behaviour will improve as a consequence.

When imposing sanctions we need to keep the above in mind. It is also important that we remember to:-

- Examine the behaviour and not criticise the student.
- Use private rather than public reprimands wherever possible.
- Be consistent when dealing with students and when implementing the Behaviour for Learning Policy.

It is also important that once a sanction has been imposed the student is made aware that the incident is over and they can make a fresh start.

Dependent on student age, the nature of the offence and the severity of the behaviour, the Watford UTC will use a range of strategies to correct student behaviour. The range of sanctions includes:

- informing students of the errors of their ways via realignment conversations;
- restorative justice;
- making good;
- contacting parents;
- loss of Independent Learning Time;
- removal from the session to work under supervision elsewhere;
- setting improvement targets;

## Behaviour For Learning Policy

- behavioural contract;
- use of off-site intervention provision;
- internal exclusion;
- in line with the Watford UTC's Exclusion Policy, use of external exclusion.

This list is not intended to be exhaustive nor hierarchical but serves as illustration of sanctions used.

**All consequences and sanctions should be recorded on ARBOR as Debits.**

### **Monitoring, Evaluation and Review**

The Associate Principal will monitor the implementation and effectiveness of this policy, review it annually through the use of data on exclusions and other consequences and report to the Board of Governors. The policy will be promoted and implemented throughout the Watford UTC.

## **APPENDIX 1 - CREDITS AND DEBITS SYSTEM**

### Credits

As indicated in the Rewards section above, credits are recorded on the ARBOR system to ensure that there is a permanent record of student achievement of good work that is searchable. In addition, it allows numbers of credits attained to be totalled so that further awards can be given as appropriate such as at Award Ceremonies.

As a rule, all credits will be given the value of one point. Although it can be that some types of positive behaviour are of more “value” than others, the intrinsic rewards that are given (e.g. a special trip; postcard sent home; meeting with the Principal; item published in newsletter/on website) add value in this way.

However, there is one exception to this which is a weekly “Clean Slate” Award allocated to students as follows:-

It can often be the case that student who are noticeably “high flyers” and “confident” can be more easily recognized for “good deeds” than those students who come in each day, on time, follow the code of conduct, work hard, perform to expectations but can easily be overlooked. Conversely, those students who present more challenging behaviours can also gain more attention as effort and time is focused on them to keep motivated, on the “right path” and managed to avoid disrupting other learners. This can equally be frustrating for the “good” student. Therefore, we will adopt a system that both rewards and (more importantly) publicly recognizes all students who “do the right thing” during the week. If a student is free from any “debit” comments during a given week, they are automatically awarded a Clean Slate award of 5 credits.

We will produce a report using ARBOR that facilitates this process for tutors to administer. As well as adding these credits on – tutors will also publicly acknowledge the fact that that student has gained the Clean Slate credit for that week. This means that any student who is “doing the right thing” each week can be guaranteed that this will be noticed by a significant adult working with them in the Watford UTC.

### Debits

In our experience, developing a tariff system for debits is equally challenging. For example is swearing three or four times worse than dropping litter? Is chewing gum the same as forgetting equipment? Is constant low level defiance twice as bad as not clearing up after yourself in the cafeteria?

Therefore, all debits will accrue a value of one point on the ARBOR system. What is key when analysing Debit data (particularly if a student is underperforming) are the REASONS for the debits rather than just the points total. For example, Student A has 20 debits. 18 of these are for forgetting equipment. The solution here is not to exclude or sanction, but find a method of ensuring the student brings equipment.

Conversely, if Student B has 10 debits for constant undermining staff authority, we have an issue that requires earlier and perhaps more detailed intervention with the support of parents.

The Debits total therefore gives an indication of an issue that needs to be followed up, but it is the analysis with Pastoral leaders and the tutor that will provide the tailored solution. Parents will also have online access to this system, so can check this along with attendance and other performance data to see the progress or otherwise of their child on a regular basis.

## **APPENDIX 2 - CODE OF CONDUCT**

### **IN SESSION**

- Attend every session
- Arrive on time
- Bring the correct equipment to all learning sessions
- Begin and end the session in an orderly manner
- Work hard and always do your best
- Ask for help when required
- Be sensible
- Switch off your portable devices and put them away when requested

### **IN TRANSITION**

- Walk around the building rather than running
- Be ready to help by opening doors
- Be ready to help by offering to carry things
- Move safely around crowded areas of the building

### **IN GENERAL**

- Speak politely to everyone
- Use language which is neither abusive nor offensive
- Offer to help others
- Listen to others
- Expect to be listened to
- Be silent when required
- Take care of our environment
- Put litter in bins
- Respect other people's property and equipment
- Report any damage that you see
- Ensure the Watford UTC remains a gum-free zone

### **APPENDIX 3 – POLICY DETAIL**

#### **Business Dress, Behaviour around the Building and Out of Sessions**

Students are expected to behave in a manner which respects themselves and others. This applies to use of language, to the way in which they act and behave and to the manner in which they respond, all of which should demonstrate courtesy, consideration and respect.

Positive behaviours include setting high standards by wearing correct Business Dress and moving in a manner which is orderly and respects the health and safety of others. The Watford UTC reserves the right to correct inappropriate or incorrect items of Business Dress by making contact with parents or by sending students home with notice to change.

All students are expected to display behaviours which show a respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with UTC's belief in positive reinforcement, students who display positive learning behaviours should receive praise and recognition. Adverse behaviours, and students displaying adverse behaviours, will be corrected in line with UTC's range of disciplinary sanctions. Additional to the types of behaviours which place a student at risk of exclusion, poor learning behaviours include a lack of effort, off task behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation.

#### **Monitoring, Support and Intervention**

Through the pastoral and guidance system, staff will support student welfare and well-being. This includes helping to make explicit the Watford UTC's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern.

The Watford UTC accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the Watford UTC will draw on a range of support interventions in order to support and re-align behaviours. Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision, placement on a behaviour or pastoral support programme and use of external expertise and short term placements.



### Exclusion

While the Watford UTC will take all reasonable steps to meet individual need and help individuals to improve, the Watford UTC will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

In line with the Watford UTC's Exclusion Policy, exclusions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour for Learning Policy:

Alcohol related	Physical assault/violent behaviour against a student	Sexual/indecent assault
Arson	Physical assault/violent behaviour against an adult or staff member	Smoking
Bullying	Posing a health and safety threat	Stealing from local shops on school trip
Challenging/unacceptable behaviour	Possession of offensive weapon	Stealing personal property
Damage	Racist abuse	Stealing school property
Drug dealing	Refusal of punishment	Substance abuse
Drug related	Selling/dealing in stolen property	Theft
Graffiti/obscene drawing	Setting off fire alarm	Truancy/absconding from lessons
Hair/dress not in school code	Sexual abuse	Vandalism
Indecent exposure	Sexual bullying	Verbal abuse/threatening behaviour against a student
Lewd behaviour	Sexual graffiti	Verbal abuse/threatening behaviour against an adult or staff member
Non-acceptance of school code of conduct	Sexual harassment	Weapons related
Persistent disruptive behaviour	Sexual misconduct	Other

Also in line with the exclusion policy, the Watford UTC will not tolerate defiant behaviours over time where sanctions and interventions have failed to bring positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others within the Watford UTC, thus placing the student at high risk of permanent exclusion.

For further detail on the circumstances in which the Watford UTC will either use a fixed-term or permanently exclude a student, refer to the Exclusions Policy.

### Freedom from Bullying

The Watford UTC recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying. The Watford UTC also acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, The Equality Act 2010 and the Children Act 1989.

These place a duty on all schools, academies and UTCs to have measures to encourage good behaviour and prevent all forms of bullying amongst students.

The Watford UTC incorporates Anti-Bullying strategies and materials into the Decision Making (PSHE) and Assemblies programme. In respect of anti-bullying the Watford UTC seeks to:

- Actively involve & inform parents.
- Take any concerns seriously and resolve the issue in a way that protects the student.
- Respond in line with a range of strategies including restorative justice while taking appropriate disciplinary sanctions.
- Enable students to understand the part they can play to prevent bullying, including when they find themselves as bystanders.
- Make it easy for students to report bullying with the confidence of being listened to and incidents acted on. This includes in and out of school concerns school including cyber bullying.
- Update policy & practice including new technologies, for instance updating “acceptable use” policies for computers if required.
- Appropriate to student age, promote tolerance, understanding and challenge prejudice through the Decision Making (PSHE) programme.
- Work with the wider community such as the Police and Children’s Services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

The broader elements of ensuring that students are able to understand and respond to risk are covered by UTC’s safeguarding practices and through the Decision Making (PSHE) programme.

### Behaviour outside the Watford UTC

Students who breach the Watford UTC’s Behaviour for Learning Policy whilst on UTC business such as trips and journeys, sports fixtures or placements will be dealt with in the same manner as if the incident had taken place at the Watford UTC.

For incidents that take place outside the UTC and not on UTC business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour

and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the UTC or on a journey to and from the Watford UTC. Other relevant factors include whether the individual is identifiable as a student at the Watford UTC and whether the behaviours could adversely affect the reputation of the Watford UTC.

For acts of aggression or acts which threaten the health and safety of others, the Watford UTC reserves the right to involve the Police. Equally, if the Watford UTC considers that the behaviour might be linked to a young person suffering, or being likely to suffer significant harm, safeguarding procedures may be applied as required.

### Screening and Searching Students

The Watford UTC acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work Act 1974 in respect of screening and searching students. As a result UTC employees may search students' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff. The Watford UTC may give due regard to Police involvement or initiating safeguarding processes.

### The Use of Reasonable Force

The Watford UTC acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school employees have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

It should be noted that employees cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate.

### Malicious Accusations Against School Staff

The Watford UTC recognises that there may be occasions which are justified when a student needs to raise issues about the actions of a UTC employee and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the Watford UTC will give due regard to the most appropriate disciplinary sanction to be taken which may include fixed term or permanent exclusion, as well referral to the Police if there are grounds for believing a criminal offence may have been committed.

The Watford UTC will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at UTC employees.

### Active Involvement of Parents

The Watford UTC believes strongly in the power of working in close communication with parents and of the rights and desirability of parents being actively involved in the education

of their child. The Watford UTC will therefore seek to involve parents actively on behaviour for learning issues. Approaches will include:

- Early involvement
- Phone calls
- Meetings
- Letters
- Emails
- Home/UTC agreement
- Request to attend re-integration meetings
- Invitations to agency meetings
- Follow up & routine communication
- ARBOR portal
- Student Reflection Surgeries

Parents are welcome to approach the UTC for informal or formal discussions about their child's education.

## **APPENDIX 4 – HOME/UTC AGREEMENT**

The aim of the agreement is to make clear to students, parents, staff and governors that they have an equally important part to play in helping each individual student to make the best use of the opportunities available at the Watford University Technical College. We believe that success is built upon an open and supportive partnership between our students, parents, staff and governors. We aim to face the challenge of the 21st century by providing all our students with a broad, relevant and challenging curriculum which will equip them for employment and further education.

### **STUDENTS**

Each student has a responsibility to:-

- work hard and make a positive contribution to the UTC;
- respect other students, staff, visitors and themselves and be aware that racism, intolerance and bullying are unacceptable in our UTC;
- wear the required business dress;
- complete all work on time to the best of their ability;
- respect Health and Safety regulations;
- attend regularly and punctually, adequately prepared for the day;
- behave in a self-disciplined manner at all times and adhere to the Code of Conduct.

The Watford UTC will ensure that students are:-

- To be set challenging work;
- To have frequent feedback on progress;
- To be rewarded for positive contributions to the UTC;
- To have behaviour monitored and appropriate disciplinary action taken when it falls short of the required standard;
- To have their parents regularly informed of progress;
- To have a safe and caring environment to work in;
- To have advice, care and support when needed from all staff.

### **PARENTS**

Each parent has an important responsibility to work closely with their children and the staff to support achievement at the UTC. We ask you, as parents:-

- to ensure your child attends regularly and punctually as required by law;
- to keep the UTC informed of anything which you believe might affect your child's progress in school especially absence,
- not to take holidays in term time;
- to take an interest in your child's work when they are at home;
- to attend Student Reflection Surgeries;
- to support the dress code;
- to support the implementation of the Watford UTC Code of Conduct.

The Watford UTC will ensure:-

- that parents are informed regularly of academic progress;
- that parents are informed of aspects of behaviour that cause concern;

**GOVERNORS**

- Our Governors will carry out their legal responsibilities to the school and ensure that:
- UTC policies provide care for every student;
- funding received by the UTC will be used responsibly to provide the curriculum and support services;
- they will meet regularly to carry out their function;
- they will visit the UTC regularly.

Signed: \_\_\_\_\_ (Student)

Signed: \_\_\_\_\_ (Parent)

Signed: \_\_\_\_\_ (Principal)

Signed: \_\_\_\_\_ (Chair of Governors)