



***Working together to develop the skills
for success in industry and university***

Specialists in science, technology, engineering and maths
in partnership with industry and the University of Lincoln

Behaviour policy

Lincoln UTC is proud of the behaviour of our students. Ofsted notes that *pupils' behaviour in lessons and around the college campus is impeccable. The mutual trust which exists between staff and pupils is remarkable, such that pupils are permitted to use college facilities during social time, sometimes without direct supervision.*

The overwhelming majority of students choose to move to Lincoln UTC because they are motivated to pursue a career in science, technology, engineering or mathematics. Students enjoy attending the UTC and as a result, students' attendance and punctuality throughout the year is excellent. Our attendance in KS4 is beyond 96%, significantly ahead of national average. Attendance in the Sixth Form is even higher, beyond 97%.

Lincoln UTC supports every student to achieve the very best outcomes that are possible, whilst preparing them for the future, whether this be in the working world of industry, an apprenticeship, or at university. Our behaviour policy is rooted in preparing our students for their next steps in life. This is reflected in our mission statement:

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As Lincoln UTC prepares young people for the rigours of life beyond school, much of what we do, day to day, focuses on the expectations that can be seen in industry, apprenticeships, and at university. This policy, as well as our day-to-day actions, are intended to prepare our students to be successful in these professional settings.

Aims

This policy aims to:

- Provide a framework which promotes and reinforces good behaviour as well as encouraging self-esteem
- Provide guidance to staff to enable consistency when dealing with positive and negative behaviour
- Provide a safe environment within which students can flourish in life and achieve well, free from distraction

Role of the staff team

Students respond positively when they clearly understand what is expected of them. Our staff model the behaviour that we want to see from our students and, where necessary, teach the behaviour required. Staff will be quick to challenge students in a consistent manner, in the eventuality that something has gone wrong. However, staff are also quick to praise students when they have worked or achieved well.

Our staff team have a crucial role in demonstrating appropriate behaviour to students during all interactions, in and out of the UTC. Where possible, the rules and expectations for our students regarding hair, dress and punctuality, are exactly the same as those that apply to staff.

Promotion of good behaviour

Our staff enjoy very positive relationships with all our students. Staff go out of their way to talk to students about their interests, hobbies, and achievements at break and lunch. Key stage 5 students will often chat to, and work with teachers in their free time, to extend their understanding of concepts and further their knowledge.

There is a mutual respect that is very noticeable amongst all members of our community. This is regularly commented on by visitors to the UTC. We all have an important role in promoting positive behaviour and a culture of achievement within Lincoln UTC. As well as sharing our Code of Conduct and our Ideal Student Traits (see below), staff at Lincoln UTC will:

- Focus on the positives
- Praise excellent attendance and effort
- Celebrate personal achievement of our students - in and out of the UTC
- Record positive comments on SIMS linked to our top ten students traits
- Challenge students to achieve to the best of their ability and work hard
- Articulate and promote clear expectations and standards of behaviour, linking these to a successful future
- Actively seek parental support for maintaining standards by explaining the UTC policy
 - Before their children join the UTC through the Home-UTC agreement;
 - When student behaviour does not meet our standards
- Regularly share behavioural information

- Through student reports
- In response to positive and negative behaviours that are shown by students
- Recognise and promote the importance of the appearance of UTC students when outside of the UTC environment
- Make effective use of mentor sessions, assemblies, PSHE/Life Guidance and careers sessions to promote UTC values, and raise issues surrounding equality, multi-cultural awareness, bullying, and tolerance of others

Behaviours that our students will develop

The Ideal Student

- *The ideal student is curious. He wants to make sense of the world around him. He has the capacity for awe, wonder and amazement. He wants to understand everything.*
- *She knows what is important to her and ‘what makes her tick’. She arrives at all lessons motivated and committed. She is an active participant in lessons. She does not rely on others (teachers) to provide her motivation.*
- *He has high levels of personal organisation. He plans carefully and makes good use of his time, hitting all deadlines.*
- *She is independent and does not regard herself as a hollow vessel waiting to be filled with the information necessary to pass her exams. She does not wait to be spoon fed. She wants to find things out for herself.*
- *He works well with others, listens to others, and appreciates that he can learn most effectively when learning is a collaborative activity. He treats others with respect at all times.*
- *She is analytical in her thinking ... able to construct a convincing argument for her views and opinions. She always explains her thinking and justifies her reasoning.*
- *He always tries to connect his learning to work done before and work that he knows is coming. He tries to link all new learning ... to real life contexts, to his own life experience and to academic work in other subjects.*
- *She is a creative thinker who is willing to ‘think outside the box’. She is happy to take risks and try new things.*
- *He sets ambitious targets for himself and is willing to do whatever it takes to realise these goals. He routinely reviews his progress towards these targets. He asks for feedback as part of this process.*
- *She isn’t afraid to get things wrong. She is resilient ... always ready to ‘get back on the horse’ and try again. She learns from her mistakes, corrects all her work, and responds positively to constructive criticism. She perseveres when things are tough and doesn’t give up quickly or easily.*

Behaviours that our students demonstrate

Lincoln UTC Code of Conduct

Respect

- Treat people as we would want to be treated
- Take pride in ourselves and what we do
- Be polite to each other
- Follow requests or instructions when given
- Respect our environment and maintain a tidy, well-kept college
- Listen to each other and create a calm working environment

Honesty

- Admit when we have made a mistake, or when we have not done something we should have done
- Be honest with ourselves and about how hard we work
- Be honest with parents about what is happening at the UTC
- Be prepared to admit it when we do not understand something
- Think carefully when loyalty to a friend might compromise honesty

Kindness

- Put others before ourselves
- Try and sympathise with others
- Show good manners towards others
- Make sure everyone feels welcome, included and safe
- Share things with others
- Have a positive attitude towards others

Challenging behaviour that we do not expect

The behaviour of our students is excellent. We will, from time to time, be faced with a student who does not behave in a way that is acceptable to their peers or our staff. On these uncommon occasions, we will support our students by:

- Explaining the required standards in a straightforward and simple way
- Modelling behaviour we want to see
- Promoting physical environment and the high standard of décor and our duty to maintain this at all times - this could include issues such as litter, graffiti, vandalism, internal decoration and facilities
- Intervene at an early stage when behaviour begins to cause concern

The use of sanctions

Good classroom discipline is the mark of an effective teacher. It provides a safe environment for teachers and students alike. If a member of staff needs to use a particular sanction as a result of unwanted behaviour, they should do so in a consistent manner.

It is important that staff address concerns as soon as they arise as this will develop a consistent and 'fair' approach that our students quickly become familiar with. Often sanctions are not needed, just a simple re-direction or challenge results in a student recognising their error.

Staff will immediately feedback to students for concerns like:

- Lateness
- Insufficient classwork
- Disruptive behaviour
- Chewing gum
- Lack of equipment
- Inappropriate use of equipment
- Disregard for health and safety
- Dress or jewellery issues

Whilst discussing a concern with a student, it is important to link it with the expectations of their future education or place of work. This is readily accepted by students at the UTC as much of what we do links to the real world, beyond school.

If a sanction is to be used in response to an unwanted behaviour it is likely be a short detention. Such a detention is supervised and is ordinarily held at break or lunchtime. Students will be expected to engage in conversation relating to the difficulties they are encountering, as well as the steps to ensure the behaviour is not repeated. Parents may not be contacted for minor isolated incidents where a

detention is at break or lunch. Parents will be contacted when students are attending an after-school detention where there is a repeated pattern of behaviour.

In supporting our SEND students when they experience difficulties, we will consider whether or not the behaviour is as a result of not meeting their needs. We have exactly the same ambition for, and expectations of, our SEND students as we do for those students without additional needs.

All sanctions should be recorded on SIMS by teachers.

Student report

In the unlikely event that a sanction from a class teacher has not had the desired effect, and a particular behaviour is repeated, it may be appropriate to support a student with a report card where their effort and behaviour in lessons monitored and signed off by their class teachers. Students on report check in with whoever has issued that report at break, lunchtime and after school. The process of 'checking in' allows for dialogue between staff and students where positive lessons and comments can be shared and built upon.

If a student on a green or blue report receives poor comments, as a result of negative behaviour or insufficient application, they will be placed in detention at break or lunch. Students receiving negative comments on a yellow or red report may be placed on detention at break, lunch or after school.

Reports can be used by the following staff members that denote the level of report being used:

- 1 - Mentor report
GREEN
- 2 – Head of Department report
BLUE
- 3 – Head of Key Stage report / Attendance and Behaviour Officer
YELLOW
- 4 – Vice Principal report
RED

Support in lessons

We aim to create a safe and supportive learning environment to help students develop their knowledge without distraction. When learning is prevented by the behaviour of a student, staff may:

- Challenge a student regarding their behaviour;
- Remove a student from a classroom to briefly consider what they have done wrong and read the behaviour card;

- Remove a student to another classroom to allow learning to continue.

If a student does not follow instructions, teachers may use the 'On Call' email to get assistance quickly from a senior member of staff.

If a student is removed from a lesson, at any point, the aim is to quickly find out what has gone wrong, resolve the situation and return the student to the lesson, without further disruption to the learning of others.

A resolution / restorative conversation with the member of staff concerned must always follow removal from lesson.

Isolation of a student

The isolation of a student may be necessary whilst an investigation is completed, following serious misconduct or following a suspension.

A student in isolation will complete work set by their usual teacher in line with their peers. Teachers will often check in on isolated students to ensure their understanding of the work set.

Isolation will be overseen by a member of the leadership team, who will involve students in discussion about their behaviour, and how best to avoid a similar situation reoccurring.

All isolations are recorded on SIMS.

Parents will be informed about periods of isolation.

Searching

Our priority for all our students is to keep them safe. If a student poses a threat to the safety of themselves or others in the UTC, the student will be removed from lessons and located in a safe place with a member of staff.

In this scenario it may be necessary to search a student and their possessions if it is believed that they may be concealing items that are not allowed in the UTC, or something that poses a danger. We will follow the guidelines set out by the DfE: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

If prohibited items are found when completing a search, they will be confiscated and not be returned to the student.

Restraining

Staff should avoid all use of physical contact unless a student is in danger of harming themselves or others or causing serious damage to equipment or property. In such cases physical restraint will be kept to a minimum. In the very unlikely event that a student must be restrained, the incident should be reported immediately to the principal. We follow the guidelines set out by the DfE:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Suspension of a student

The decision to suspend a student is not taken lightly as it prevents them from learning alongside their peers. Only the principal (or the vice principal in their absence) has the authority to suspend a student.

If the suspension of a student is being considered as an appropriate sanction, a meeting to discuss the UTCs response to the behaviour and the length of suspension will usually be conducted with the head of key stage and other relevant members of staff. For a first suspension the meeting will ordinarily be chaired by the vice principal. Subsequent meetings may be chaired by the principal.

When a student is suspended, their head of key stage will send work home to complete. Work that is completed should be emailed back to the class teacher or handed in to the UTC reception.

Students will not be readmitted to UTC until the seriousness of the matter has been discussed with parents at a reintegration meeting. In this meeting a programme of support may be offered to a student and agreed with parents.

Following a suspension students will spend a day in isolation to start the process of addressing the cause of the suspension. During this period of isolation discussions / coaching / mentoring will be conducted to avoid a repeat behaviour.

In cases where suspension is for more than fifteen days, or where a shorter suspension takes the total to more than fifteen days in one term, a more formal involvement of the governing body is required. A panel of governors will review the principal's decision to suspend the student.

When considering suspension, we follow DfE guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

All suspensions are recorded on SIMS.

Parents will be informed of all suspensions verbally, prior to the student leaving the UTC, and also in writing.

Permanent exclusion

Permanent exclusions are only ever used as a last resort. The following misdemeanours, which is non-exhaustive, could merit permanent exclusion, though each case will be dealt with on an individual basis:

- Racial or sexual harassment
- Persistent bullying and intimidation
- Child on child abuse
- Physical assault
- Selling, possession or use of illegal substances or legal highs
- Possession of articles which could be used as offensive weapons
- Smoking or vaping on premises
- Theft of student or college property
- Inappropriate use of social media platforms
- Malicious damage to college property
- Deliberate fabrication of malicious allegations against other students or members of staff
- Conduct which brings the name of the college into disrepute when travelling to and from the UTC in uniform, or whilst representing the college in sporting events/work placements
- Persistent misbehaviour which, over a period of time, is disruptive to good order in the UTC and has a detrimental effect on the learning of other students

Behaviour outside of the UTC

Students' behaviour outside the UTC whilst on UTC '*business*', for example trips and journeys, sports fixtures or a work experience placement, are subject to the UTC's Behaviour Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in the UTC.

For behaviour outside the UTC but 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.

If students' behaviour in the immediate vicinity of the UTC or travelling to and from the UTC is poor and meets the UTC criteria for suspension, the principal may decide to suspend or impose other sanctions to address the behaviour.

Police involvement

From time to time the UTC might deem it necessary to involve the police due to the nature of an incident. Police involvement would only be in response to very serious incident, such as:

- Behaving in a dangerous manner that will seriously harm themselves or others;
- Threatening or intimidating or peers, members of staff, or members of the public;
- Causing serious deliberate damage either in or outside the UTC.

In the event of an ongoing police investigation, the principal may differ making a decision on a range of actions and possible sanctions.

The principal reserves the right however, to act in the best interests of other students, if necessary, prior to the completion of any police investigation.