



Behaviour & Exclusions Policy

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BEHAVIOUR & EXCLUSIONS

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1. Equality and Diversity Statement

- 1.1 Sir Simon Milton Westminster UTC strives to treat all its members and visitors fairly and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate grounds.

Linked Policies

Safeguarding: Child Protection Policy & Procedures, Safer Recruitment
Home-School Agreement
Anti-bullying
Ethos & Vision

2. INTRODUCTION

- 2.1 Sir Simon Milton Westminster University Technical College (UTC) endeavours to provide a safe learning environment in which students can feel and be safe, enjoy and achieve. The UTC recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment to promote positive learning behaviours and good order. The College's behaviour management policy emphasises positive strategies and a range of interventions in order that the learning environment is one of cooperation, respect and shared responsibility. Behaviour is never somebody else's responsibility: it is the responsibility of all staff.

- 2.2 The policy is formed around the statutory guidelines and legislation in the DfE 'Exclusion from maintained Schools, academies and student referral units in England' (2017) <https://www.gov.uk/government/publications/School-exclusion>

2.3 We believe:

- 2.3.1 The foremost contributor to good student behaviour is a positive and invigorating School atmosphere with well-paced and appropriately challenging lessons for all.
- 2.3.2 Students who attend regularly are more likely to behave well. There is more continuity to their learning and they tend to have a greater attachment to their School. The Westminster UTC will have rigorous systems to maximise attendance (see Student Absence Policy).
- 2.3.3 The best type of discipline is self-discipline; that the students know how to conduct themselves and behave appropriately even when teachers and their parents are not around.
- 2.3.4 Each student has the right to learn. We promote principles of respect, hard work, courtesy, co-operation, consideration, kindness, forgiveness, unselfishness, justice, self-discipline and respect and a no nonsense approach to bullying.
- 2.3.5 Students respond best to strong discipline and firm boundaries.

2.4 We seek to:

- 2.4.1 Encourage our students to take responsibility for their own actions and develop as proactive young citizens.
- 2.4.2 Help develop young citizens with an understanding and respect for the rules needed to live in a vibrant, successful and well-ordered community.

3. STUDENTS, HOME AND SCHOOL

3.1 Good education relies on a partnership between parents or carers, students and the School. To achieve our aims of the highest standards of behaviour, we are reliant on a strong three-way partnership between the students, the School and home. The School, students, parents/guardians must share the same expectations in a positive way.

3.2 Students' behaviour will be tracked internally through SIMS and to parents/guardians via School reports.

3.3 Students who require support in order to meet our behaviour expectations will be placed on a daily report. They will collect the report from their Head of Key Stage/ Deputy Head of Key Stage or the Behaviour Manager in the morning. The student then gives the report to each of their subject teachers who will comment regarding their attitude to learning, behaviour or the set targets. The report is then taken home for parents to read and sign each evening. The report is used as basis for discussion and target setting between the student and the Form Teacher/Head of Key Stage/Deputy Head of Key Stage. Students remain on report at the discretion of the Form Teacher/ Head of Key Stage/Deputy Head of Key Stage. Reports can be escalated to a member of SLT as necessary. All completed report cards will be centrally stored in the Student's file.

3.3.1 Students will be held responsible if report cards are lost. They will receive a detention and remain on report for an additional week.

4. THE STUDENTS

4.1 To and from School:

- 4.1.1 School uniform is to be worn correctly on the way to and from School.
- 4.1.2 Remove outside clothing before passing the turnstile in reception. Outside coats should be stored in student lockers.
- 4.1.3 Always be polite and considerate to everyone.

4.2 In the Classroom students:

- 4.2.1 Are to be punctual to all lessons.
- 4.2.2 Wait outside the classroom in an orderly manner until told to enter by the teacher.
- 4.2.3 Work to the best of their ability; Give of their best effort at all times.

- 4.2.4 Cannot eat or drink in lessons (other than water from a clear bottle but this is not permitted in labs or computer rooms).
- 4.2.5 Must have the necessary equipment for all lessons.
- 4.2.6 Are expected to complete homework and submit it by the set deadlines.
- 4.2.7 Are not to distract others from working.
- 4.2.8 Are not to disrupt teaching and learning.
- 4.2.9 Need to act in a safe and responsible manner.
- 4.2.10 Must listen to and follow the instructions of the teacher first time.

4.3 *In the Dining Area:*

- 4.3.1 Students must queue in an orderly manner.
- 4.3.2 Table manners should be of the highest standard at all times.
- 4.3.3 Clear tables of food, plates, etc, before leaving the dining area.
- 4.3.4 Food to be eaten in the dining area.
- 4.3.5 Students are expected to be polite and well-mannered to all staff supervising and running the canteen at all times.

4.4 *Around the School students are:*

- 4.4.1 Expected to always wear their school lanyard and ID around their necks. (Lost ID/Lanyards will need to be replaced at a cost to the student).
- 4.4.2 Hoodies, hats and du-rags are not to be worn in the UTC and will be confiscated until parents come in to collect them. As with outside coats, headwear should be stored in student lockers during the school day.
- 4.4.3 Expected to eat and drink only in the canteen
- 4.4.4 Expected to walk on the left when using stairs and corridors.
- 4.4.5 Expected to act in a safe and responsible manner at all times.
- 4.4.6 Put their litter in the bins provided.

4.5 *Assemblies - students are expected to:*

- 4.5.1 Attend assembly, as required.
- 4.5.2 Come into and leave assembly in silence.
- 4.5.3 Give whoever is leading the assembly their undivided attention.
- 4.5.4 Participate respectfully.

4.6 *Whole School Rules – students:*

- 4.6.1 Are expected to wear the correct School uniform.
- 4.6.2 Are expected to attend School regularly.
- 4.6.3 Must respect the School environment at all times.– no graffiti; litter in bins; do not purposely damage School property and equipment. If something is broken or damaged it must be reported straight away.
- 4.6.4 Must be polite and kind at all times.
- 4.6.5 Are not allowed to smoke.
- 4.6.6 Are not allowed to have or bring alcohol in/to School.
- 4.6.7 Can never bring to School any item or substance that is deemed to be dangerous or illegal to have on your person.
- 4.6.8 Must never use violence of any kind.
- 4.6.9 Must never demonstrate threatening behaviour of any kind.

4.6.10 Must never take other people's belongings.

4.7 Governors support the right of staff to search students or their belongings if there is suspicion of bringing in unacceptable items and in the rare event of extremes of behaviour to use reasonable force. Guidance to staff will be given by the Head Teacher and regularly reviewed. Unacceptable items include alcohol, tobacco, non-prescription drugs, aerosols, chewing gum, large amounts of money and dangerous or valuable items.

5. THE HOME

5.1 Parents/Guardians are expected to take proper notice of communications from the School concerning their child's behaviour and academic progress.

5.2 Parents have an entitlement to be fully informed about and question the School's decisions regarding their child's behaviour. However, we expect parents to accept and support the School's decisions.

5.3 In order to support the School in meeting its aims parents are requested to ensure that their children:

5.3.1 Attend School regularly.

5.3.2 Are punctual.

5.3.3 Wear the correct School uniform.

5.3.4 Have the necessary equipment for lessons.

5.3.5 Complete and submit homework to the set deadlines.

5.3.6 Have high standards of behaviour (including on their way to and from School and when representing the School on trips)

5.3.7 Work to the best of their ability.

5.3.8 Care for their environment.

5.4 All parents will be expected to sign The Home School Agreement when their child joins the School. The Home School Agreement defines some of these parent/guardian relationships and responsibilities.

6. THE SCHOOL

6.1 All staff must support the School's Behaviour Policy at all times.

6.2 Staff punctuality to lessons and registration is required as this can reduce poor behaviour in classrooms, corridors, stairways and even outside the School. Similarly, when lessons conclude, students need to be dismissed on time and in an orderly manner.

6.3 Staff have the right to expect a pleasant, safe, orderly environment whilst at School.

6.4 All staff are role models who must always set good examples for students in their behaviour, punctuality, attendance and appearance.

- 6.5 Well delivered lessons are key to good student behaviour. Lessons at Westminster UTC must be thoroughly planned, taking account of individual needs.
- 6.6 Staff must intervene promptly when they encounter poor behaviour or unexplained absence.
- 6.7 Staff must take every opportunity to reward achievement when deserved.
- 6.8 Staff must provide parents with regular information to help them support their child's learning.
- 6.9 A consistent application of rules, procedures and consequences must be adopted by all staff.
- 6.10 In order to realise these aims, staff need to operate in a firm but fair manner. We seek to avoid confrontation and look for positive ways to resolve difficulties.

7. SANCTIONS FOR UNACCEPTABLE BEHAVIOUR

- 7.1 Sanctions will be in place to uphold these principles and to demonstrate that misbehaviour is not acceptable, to express the disapproval of the School community and to deter students from similar behaviour.
- 7.2 All staff are expected to follow this behaviour protocol:
- 7.2.1 Verbal warning / Request to alter behaviour e.g 'please stop talking now'
 - 7.2.2 Record Concern (C1 on SIMS = no sanction but -1 behaviour point)
 - 7.2.3 Record Sanction (C2 on SIMS which results in a detention the following day and -2 behaviour points)
 - 7.2.4 Escalated Sanction – possible removal from lesson (Teacher radios support, on call staff member may resolve the issue or remove the student from lessons from 3 periods. -3 behaviour points recorded on SIMS)
- 7.3 Additional / alternative sanctions may also be put in place. These could include the following:
- 7.3.1 Litter pick under supervision (or other 'community' service deemed fitting to the behavioural incident in question using UTC staff member's professional judgement).
 - 7.3.2 Clean or repair the part of the School they have caused damage to (where possible and under supervision).
 - 7.3.3 Removal of privileges (such as Key Stage 5 students being allowed off site)
 - 7.3.4 Student Isolation (internal exclusion). When a student continues to misbehave or if there is a serious incident, they may be placed in Isolation for a more extended period. Parents will be notified of the reason for their child being placed in Isolation

and the length of time. Students will be provided with suitable work for the period of time spent in Isolation.

7.3.5 Parents sitting with their child in lessons for repeated low level disruption.

7.3.6 Fixed Term Exclusion.

7.3.7 Permanent Exclusion.

8 EXCLUSIONS

8.3 If a student commits a very serious misdemeanour or is continually disrupting lessons, they may face a fixed term period of exclusion.

8.4 Exclusions may be fixed term or, in exceptional circumstances, permanent.

8.5 A fixed-period exclusion can also be for parts of the School day. For example, if a student's behaviour at lunchtime is disruptive, they may be excluded from the School premises for the duration of the lunchtime period. Lunchtime exclusions are counted as half a School day for statistical purposes and in determining whether a governing board meeting is triggered.

8.6 The School will only levy exclusions when absolutely necessary. However, we will never shirk from taking appropriate action when necessary.

8.7 We recognise that exclusions cause disruption to students' learning, which might negatively influence their future behaviour. In all but exceptional circumstances, fixed term exclusions at Westminster UTC will be limited to 1-5 School days.

8.8 The Head Teacher will always consider what extra support students might need that are in groups deemed at high risk of exclusion e.g. SEN, LAC, Roma travellers, Caribbean students and FSM students.

8.9 There will be a re-integration meeting with the student and their parents after every fixed term exclusion in which targets for improvement will be agreed and the student will be placed on a 'Restorative Report'.

8.10 In rare cases, Westminster UTC may have to consider permanent exclusion. Sometimes this will be for a 'one-off' incident. However, for students known to be at risk of permanent exclusion, a range of measures may be implemented as appropriate:

8.10.1 meeting/s with parents to consider ways that School and parents can better support the student's behaviour.

8.10.2 creation of a Support Plan that is considered by all key staff involved in supporting the student to ensure there is a well-considered approach to try and reduce the risk of any negative/concerning behaviours continuing.

8.10.3 assessment of social, emotional and learning needs.

8.10.4 attendance at a Student Referral Unit (PRU).

8.10.5 managed move to another School.

8.11 Behaviour likely to result in fixed term exclusion:

- 8.11.1 seriously disruptive behaviour.
- 8.11.2 confrontational behaviour/obscene language towards student(s).
- 8.11.3 serious vandalism.
- 8.11.4 disruption in the local community.
- 8.11.5 theft.
- 8.11.6 gambling.
- 8.11.7 Smoking.
- 8.11.8 fighting.
- 8.11.9 behaviour likely to bring the School into disrepute.
- 8.11.10 defiance and refusal to comply with the School's ethos and culture.

8.12 Behaviour likely to result in permanent exclusion:

- 8.12.1 confrontational behaviour/obscene language towards staff or other adults at the UTC or off-site.
- 8.12.2 physical assault upon a member of staff or other adult.
- 8.12.3 physical assault upon another student.
- 8.12.4 use or possession of illegal substances and/or alcohol.
- 8.12.5 behaviour that risks the welfare and/or learning of others such as cheating.
- 8.12.6 bringing a weapon (or item that could be used as a weapon to inflict harm or intimidate) onto the School site.
- 8.12.7 posing a serious and/or repeated health and safety risk.
- 8.12.8 repeated incidents of serious misbehaviour.
- 8.12.9 criminal offences committed on the School site, whilst representing the School or whilst on the way to or from the School.
- 8.12.10 in response to a serious breach or persistent breaches of the School's behaviour policy.
- 8.12.11 where allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.
- 8.12.12 any decision to permanently exclude a student will not be taken lightly and before the Head Teacher reaches this decision he will (where practical) always listen to the student involved.

8.13 The Head Teacher and governing board will comply with statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

8.14 This is not an exhaustive list and there may be other situations where the Head Teacher judges that exclusion is an appropriate sanction. The Head Teacher, or member of staff acting as Head Teacher, must take the decision to exclude a student, and this must be on disciplinary grounds.

8.15 Procedures

- 8.15.1 Fixed term exclusion (up to 45 days per academic year).
- 8.15.2 The Head Teacher makes the decision.

- 8.15.3 Students are excluded by the Head Teacher for serious breaches of the Code of Conduct.
- 8.15.4 Telephone contact is made with the parents as soon as possible.
- 8.15.5 A letter is sent to the parents (emailed to parents where available) with an explanation of their rights, including their right of appeal, with a copy to the Chairman of the Governing Body.
- 8.15.6 Teaching staff must provide work for the student.
- 8.15.7 The parents and their child must attend a formal re-integration meeting.
- 8.15.8 The School will follow at all times the guidance issued by the Secretary of State.
- 8.15.9 The local authority is informed from Day 6 of any exclusion.
- 8.15.10 Where students are excluded from Westminster UTC for 6 days or more an education provision will be provided for them.
- 8.15.11 The parents / guardians/ carers will have ultimate recourse to an independent appeal panel hearing.
- 8.15.12 In cases where the School deem it appropriate to Permanently Exclude a student the Head Teacher will ensure that he believes such a decision is lawful, rational, reasonable, fair and proportionate.

9 INVESTIGATING INCIDENTS

- 9.3 All reported incidents of misbehaviour will be investigated appropriately.
- 9.4 The School ensures that all relevant staff receive adequate non-contact time for the conduct of investigations.
- 9.5 The School will notify the police and other relevant bodies of incidents as and when appropriate.
- 9.6 The School aims to complete investigations within a reasonable timescale and not normally exceeding 5 working days.
- 9.7 The School ensures that appropriate feedback from any investigation undertaken is provided to relevant person, together with recommendations for action.
- 9.8 A copy of the results of all investigations undertaken will be held on record until such time as the student leaves the School. Where an investigation finds that there is no case to be heard, the report will be held by the School but will not be considered when any references (or similar) are requested from the School.
- 9.9 When necessary, external agencies are involved.

10 INTERVENTIONS/SUPPORT

- 10.3 As well as consequences for unacceptable behaviour, the School supports the students and gives them help and strategies to improve their behaviour. These may include:
 - 10.3.1 Restorative Justice.
 - 10.3.2 Anger management.

10.3.3 Behaviour management.

10.3.4 Mentoring.

10.3.5 Counselling Services.

10.3.6 Pastoral Support Plans.

10.4 Where there are concerns about behaviour or risk of permanent exclusion of a student with additional needs or an EHCP or LAC, the School will work in partnership with others to consider additional support or an alternative placement.

11 OUTSIDE AGENCIES

11.3 There is a comprehensive data base of the main points of referral outside the School (eg. Educational welfare officers, educational psychologists, health personnel, social services/child protection and police).

11.4 Appropriate records on the use of referral forms are kept, and the School ensures that the form teacher and subject teachers are informed in full of the outcome of any referral (if it is deemed appropriate to do so).

11.5 The School undertakes reviews of the educational needs of students, as appropriate. Details of these reviews are included within each students' file and centrally on the staff shared drive.

12 COMMUNICATING THE BEHAVIOUR AND EXCLUSION POLICY

12.3 The School's behaviour and exclusion policy is communicated through:

12.3.1 The Staff Handbook.

12.3.2 The Home School Agreement.

12.3.3 The School rules displayed in classrooms.

12.3.4 Assemblies.

12.3.5 Form time.

12.3.6 The Curriculum.

12.3.7 The Website.

12.4 It is essential that all our staff communicate the standards of acceptable behaviour to students as appropriate, so that there is no ambiguity with regard to the exemplary conduct and relationships required.

12.5 Parents/guardians are notified about any reported serious incidents of misbehaviour in which their child has been involved in as soon as possible.