

Lincoln University Technical College
A College for Science & Engineering



Behaviour Policy

EQUALITY AND DIVERSITY STATEMENT

Lincoln 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.

POLICY REVIEW

Policy Created: March 2016
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LINCOLN UTC BEHAVIOUR POLICY

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1. Introduction

Lincoln UTC recognises that education is a basic right of every individual. Every member of Lincoln UTC will pursue the highest academic and behavioural standards.

The vision of Lincoln UTC is:

In pursuit of excellence, we create supportive, innovative environments and develop professional, respectful relationships.

We seek to achieve this vision by creating an atmosphere which is conducive to learning and supportive to our students.

In order to develop positive relationships throughout the college we will deliver a broad and balanced education that will:

- Give students the opportunities to pursue particular interests;
- Enable students to develop personally and socially so that they may play a full and active part in society;
- Provide knowledge and insights into values and beliefs, enabling students to reflect on their experiences in a way that develops their spiritual awareness and self-knowledge;
- Help students develop lively and enquiring minds with the ability to question and discuss issues rationally;
- Give students the skills and confidence to take an increasing responsibility for their own learning;
- Allow full access to the work of Lincoln UTC irrespective of ability, age, culture, gender or race;
- Create a community based on tolerance and respect;
- Recognise that links with parents, industry, commerce, voluntary organisations and support services are an essential feature of the work completed at the UTC.

2. Aims

This policy aims to:

- Provide a framework that promotes and reinforces good behaviour and develops self-esteem;
- Provide a safe environment within which students can enjoy UTC life and achieve well.

In order to achieve the above aims, a series of guidelines have been produced.

3. Promotion of Good Behaviour

All staff have an important role in promoting the good behaviour of students and an achievement culture within Lincoln UTC. In order to promote good behaviour the UTC will:

- Articulate a clear vision of expected standards and behaviour;
- Ensure that a home-college agreement is used with all families;
- Utilise mentor sessions, assemblies, life guidance and careers sessions to promote UTC values, and raise issues surrounding equality and multi-cultural awareness;
- Intervene at an early stage when behaviour begins to cause concern and establish links with parents and, where necessary, appropriate support agencies;
- Use statutory guidance in addressing behavioural problems especially in terms of SEND students whose behaviour is likely to result in exclusion.

4. Rewards

Rewarding the achievements and successes of students is key in the development of an environment in which students learn effectively. Many of our students are intrinsically motivated to be the very best that they can be and we reinforce this with the use of rewards. Rewards can be used for any given situation where a student has gone above and beyond expectation.

5. Sanctions

Behaviour can depend upon many factors and it is not possible to standardise sanctions relating to behaviour in an absolute manner. Embedded systems are in place where sanctions are 'escalated' in terms of type of sanction and the person applying the sanction in order to communicate the seriousness of a behaviour. In order to apply proportional but increasing levels of disciplinary pressure the UTC supports the use of a range of sanctions and a systematic and planned process of referrals. For students with SEND we will adhere to guidance provided in the SEND code of practice. The UTC will work within legal requirements.

6. Behaviour

Good classroom discipline is essential for effective learning as this develops a safe and secure environment in which students can thrive. All behaviour that disrupts the learning of others or themselves will be challenged. (See the Behaviour in Action flow chart)

Examples of behaviour that will be challenged are:

- Insufficient work;
- Persistent lateness;
- Disruption of others;
- Chewing;
- Lack of essential equipment;
- Disregard for health and safety procedures;
- Persistent uniform or jewellery problems.

Students who continually exhibit poor behaviour in lessons will be referred Heads of Departments who may place the student on a subject report. Students who exhibit poor behaviour around the college outside of lessons will be referred to their mentors in order for the behaviour to be discussed from a pastoral perspective. Mentors can involve Lead Mentors should the behaviours continue or escalate.

Reports will be used to support the development of student behaviour. Green, yellow, blue and pink reports will be used by Mentors, Lead Mentors, Heads of Department and the Senior Leadership Team respectively. When a student is placed on a report this must be entered onto the Management Information System.

In more extreme circumstances where a student posed a threat to themselves or others immediate support will be requested. In this scenario senior members from within the UTC will be involved. (See the On Call flow chart)

As a last resort the Principal (or Vice Principal in their absence) may issue a fixed term exclusion and then ultimately a permanent exclusion may be sanctioned by the Principal. In this situation effective liaison with parents, governors, the Local Authority and other outside agencies will be made as appropriate. Parents are requested to attend an interview on the student's return from fixed a term exclusion. A Pastoral Support Programme (PSP) may be produced for students following fixed term exclusion.

7. Behaviour Outside of the UTC

Students who are representing the UTC outside the UTC environment 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.

8. Recording Behaviour and Sanctions

All incidents of unacceptable behaviour, should be logged using UTC procedures on the Management Information System.

9. Special Educational Needs

In managing behavioural issues of individual students with special education needs the UTC will consult the Code of Practice for Children with SEND and will strive to ensure that all of the needs of each student are met and that this is not the cause for inappropriate behaviour. Students identified as having special educational needs with regard to behaviour should be given support, and, where appropriate, provided with opportunities to improve through support from external agencies.

10. Conclusion

Lincoln UTC is committed to ensuring that every single child meets or indeed exceeds their potential. Expectations for student behaviour are defined by our desire to create and maintain a stable and predictable environment in which individuals are respectful, thoughtful, courteous and professional.

Policy to be reviewed in June 2017