

# Scarborough UTC

## Conduct for Learning Policy

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## Statement of intent

Scarborough UTC's Conduct for Learning Policy has been written alongside guidance from the Department for Education, 'Behaviour and discipline in Schools: Advice for Headteachers and school staff- January 2016' relating to best practice on managing behaviour in Schools and Academies. It relates to legislation as follows:-

- Education and Inspections Act 2006
- Academy Standards and Framework Act 1998
- Education Act 2002
- Equality Act 2010, in respect of Safeguarding and in respect of students with special education needs and/or disabilities (SEND)

Signed by:

_____	Principal	Date:	_____
_____	Chair of Governing Board	Date:	_____

## 1. Our Values

- 1.1 Scarborough UTC is committed to excellent standards of conduct by students and staff so effective teaching and learning can take place, and that our learning community is safe, courteous and enjoyable for all. We believe that positive conduct and attendance are essential foundations for an effective learning and teaching environment in which all members of the College community can thrive and feel respected, safe and secure.

We expect high standards of behaviour and conduct, support and encouragement from all members of our College community as we base our teaching and our College ethos on our Professional Values and Employability Skills.

Therefore ensuring that our learners have the necessary skills and values to become 'Employable Graduates'.

- 1.2 This policy should be read in conjunction with the Department for Education, 'Behaviour and discipline in Schools: Advice for Headteachers and School-staff – January 2016' relating to best practice on managing behaviour in Schools and Scarborough UTC's policies, in particular

The Anti-Bullying Policy  
The SEND Policy  
The Safeguarding Policy

## 2. Teaching and Learning

### **The development of social, emotional and behavioural skills**

- 2.1 For Scarborough UTC to be proactive in achieving high standards of conduct we will provide opportunities within the curriculum in which positive social, emotional and behavioural expectations can be explicitly modelled, taught and practised. These behaviours are mapped out in our Professional Values and Employability Skills (PV and ES) and learners will be rewarded for demonstrating them in lessons and around the College.

There are regular opportunities for learning about how to act in keeping the College's values and beliefs (this is in addition to expectations of learning behaviour, which will permeate the curriculum). For example, teachers will plan opportunities for the development of students' social, emotional and behavioural skills into lessons and link these to specific elements of the Professional Values and Employability Skills, making links explicit for learners and so developing their understanding of when they are demonstrating these values and key employability skills.

- 2.2 Students who find meeting our conduct expectations more challenging will have the opportunity to benefit from a period of targeted support within our facilities such as, Learning support and the SEND curriculum, where bespoke interventions are carried out.

## 3. Rights and Responsibilities

**Of the College, students and parents in ensuring an orderly climate for learning**

3.1 At Scarborough UTC we recognise that promoting positive behaviour is the responsibility of the whole College community. For our policy to be implemented comprehensively, we acknowledge that there are specific roles and responsibilities for stakeholders:

3.2 **College: Right and Responsibilities**

- To make clear the College's statutory power to discipline students and that students and parents will need to respect this
- To enforce the College Conduct for Learning policy – including rules and disciplinary measures
- To expect students and parents' cooperation in maintaining an orderly climate for learning
- To expect students to respect the rights of other students and adults in the College
- To have a zero tolerance policy to violence, threatening behaviour or abuse by students or parents
- To take firm action against students who harass teachers or other College staff, on or off premises – engaging external support services, including the police, as appropriate
- To establish and communicate clearly, measures to ensure good order, respect and discipline
- To cooperate and agree appropriate protocols with other colleges and academies in the local area for behaviour and persistent absence
- To ensure the College Conduct for Learning policy does not discriminate against any student on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities
- To ensure that all members of staff, including support staff, take responsibility for implementing the Conduct for Learning policy
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies
- To support, praise, and as appropriate, reward students' good conduct in line with our Professional Values and Employability Skills
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate
- To make alternative provision from day 6 for fixed period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion
- To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying
- To ensure staff model good conduct and treat all students and colleagues with respect
- To promote positive conduct through active development of students' social, emotional and behavioural skills
- To keep parents informed of their child's conduct – good as well as bad through PV and ES and Conduct points on College reports, using the agreed methods of communication with parents, including, My Child at School, e-mail, phone calls, letters and the College's text messaging and, where necessary, supporting them in meeting their parental responsibilities
- To work with other agencies to promote community cohesion and safety

### 3.3 **Students: Rights and Responsibilities**

- To conduct themselves always in a way that allows the teacher to teach and other students to learn
- To be taught in environments which are safe, conducive to learning and free from disruption
- To expect appropriate action from the College to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment
- To appeal to the Principal if they believe the College has exercised its disciplinary authority unreasonably
- To follow instructions by College staff, follow College rules and accept sanctions in an appropriate way
- To refrain from bringing inappropriate or unlawful items to College, such as cigarettes or other tobacco products, alcohol, weapons, knives, illegal drugs or those drugs known as legal highs, stolen items, fireworks or pornography
- To act as positive ambassadors for the College when off College premises
- To show respect to College staff, fellow students, College property and the College environment
- To refrain from any actions which would cause offence to, harm or bully other students or staff
- To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes, Student Reports or Parenting Contracts

### 3.4 **Parents: Rights and Responsibilities**

- To be kept informed about their child's progress, including issues relating to their conduct
- To expect their children to be safe, secure and respected in College
- To have any complaint they make about their child being bullied taken seriously by the College and investigated/resolved as necessary
- To appeal to the Principal/Governors, if they believe the College has exercised its disciplinary authority unreasonably
- To respect the College's Conduct for Learning policy and the disciplinary authority of College staff
- To help ensure that their child follows instructions by staff and adheres to College rules
- To send their child to College each day punctually, in full business dress, fed, rested, and equipped and ready to learn
- To ensure College staff are aware of any SEND –related or other personal factors which may result in their child displaying behaviours outside the norm
- To be prepared to work with the College to support their child's positive conduct
- To attend meetings with the College staff, if requested, to discuss their child's conduct
- To adhere to the terms of any Parenting Contract or Order relating to their child's conduct
- If their child is excluded from the College, to ensure the child is not found in a public place during College hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the College at the end of a fixed period exclusion
- To refrain from using any abusive language or verbal or physical aggression to College staff

## **4. The College's Professional Values and Employability Skills**

4.1 Our Conduct for Learning Policy focuses on our values and expectations, we call Professional Values and Employability Skills that we ask students to demonstrate each day:

**S** – Self management including organisational skills and hard work, good manners, Using initiative and being self-motivated, Working under pressure and to deadlines, Ability to learn and adapt, respect and honesty

**U** – Understanding including problem-solving, enquiry and analysis, Numeracy and IT skills

**T** – Teamwork, Valuing diversity and difference, Communication, literacy and interpersonal skills, Negotiation skills including collaboration, kindness and resilience

**C** – Creativity including curiosity, imagination and ingenuity

## **5. Department for Education Guidance (Updated January 2016)**

5.1 At Scarborough UTC, we expect every adult to have familiarised themselves with the DFE guidance regarding power to discipline, behaviour off College premises, confiscation and detention. The key points are outlined below:

- Teachers have power to discipline students for misbehaviour which occurs in the College. This power also applies to all pastoral staff and staff with responsibility for students such as teaching assistants. Within the premises it applies to all adult employees
- Teachers have a statutory power to discipline students whose conduct is unacceptable, who break College rules or who fails to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006)
- All teachers and other paid staff in charge of students have the power to discipline
- Teachers can discipline students at any time the student is in College or elsewhere under the charge of a teacher, including on College visits
- Teachers have a power to impose detentions outside College or elsewhere under the charge of a teacher, including on College visits
- Teachers have a power to impose detentions outside of College hours
- Teachers can confiscate students' property
- Teachers can also discipline students in certain circumstances when a student misbehaves outside of College

5.2 In applying the policy and particularly the sanctions of confiscation and detention there is an expectation that staff adopt an approach that is both reasonable and appropriate to the circumstances.

### 5.3 Outside College premises

- Scarborough UTC has a statutory power to regulate the behaviour of students when off College premises and not supervised by College staff
- Regulation must be reasonable. Colleges should be clear about the factors they take into account in deciding whether a rule or sanction is reasonable

### 5.4 Confiscation

- Teachers can include confiscation of students' property as a disciplinary sanction in their behaviour policy
- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case
- The Education and Inspections Act 2006 includes a specific statutory defence for College staff who have reasonably confiscated students' property

### 5.5 Detention

- College staff have a statutory power to put students aged under 18 in detention after College sessions and on some weekend and non-teaching days

Detentions are lawful if:

- Students and parents have been informed that the College uses detentions as sanction; and
- The College gives parents notice of detentions outside College sessions
- Parental consent to detentions is not required however, wherever possible we will try to notify parents

## 6. New Media (such as mobile phones, iWatch, internet sites and chat rooms)

- 6.1 Technology cannot be exploited by students in order to bully or embarrass fellow students or members of staff. The use of defamatory or intimidating messages/images inside or outside of College will not be tolerated and confiscation, disciplinary sanctions/restorative justice procedures will be applied to perpetrators as appropriate. Similarly, the setting up of defamatory groups on Social networking sites or on mobile devices, or contribution to such a group, will be treated as a serious incident and sanctions applied accordingly. (See also Anti-bullying policy and ICT Acceptable Use Policy).

## 7. Abuse or intimidation of staff outside College

- 7.1 Scarborough UTC will not tolerate abuse or intimidation of staff by students when not on the College site, and when not under the lawful control or charge of a member of staff of the College.

- 7.2 Staff are made aware that:



- They have the same rights of protection from threat as any citizen in a public place;
- They should use their professional judgment about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour:
- Their first concern must be for their own personal safety;
- They should make clear that the student has been recognised, even if in a group of young people;
- They should then use their judgment about how to leave a difficult situation without provoking further confrontation.

7.3 Staff who feel that they have been subject to abuse or intimidation by students outside of College should refer the issue in the first instance to the Principal. The College will apply disciplinary sanctions (and restorative justice procedures) as appropriate at a suitable time when the student is in College or makes representations to the police.

## 8. Rewards and Sanctions

8.1 Our core values are supported by a system of recognition and sanctions that are based on the concept of choice and consequence, with the ownership of the conduct placed firmly with the student:

- Should students choose to follow College expectations and conduct themselves appropriately, then it will be recognised and recorded
- Should students choose not to follow College expectations and conduct themselves inappropriately, then a system of sanctions will be reasonably applied

Underpinning the application of recognition and sanction is an expectation that all adults in the College will intervene with students in a manner that:

- Encourages and promotes positive conduct
- Looks to defuse, deal with and positively manage confrontation should it arise

### 8.2 Recognition

At Scarborough UTC we believe that the values and beliefs that underpin the positive climate for learning are best promoted when students feel secure and are appropriately recognised for all aspects of their College life – including conducting themselves as expected. Recognition is much more effective than punishment in motivating students and will be recorded on the College MIS in the Achievement section using the Professional Values and Employability Skills. (See APPENDIX 3)

To secure the positive climate for learning, the College seeks to create an atmosphere, where the emphasis is on recognition, praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

At Scarborough UTC, students can be recognised for meeting expectations in a wide variety of ways:

**Praise:** the College expects adults to use praise and encourage statements, particularly where relationships are being developed or re-established, or in re-enforcing desired behaviours. Praise needs to be accessible to all members of our College community and to be applied consistently. The College encourages all adults to recognise the efforts students make in lesson, in their positive conduct and attendance, in the help and respect they offer adults and other students in College and in the community and in the way they treat the environment and these form the basis for recognising students through the Work Ready rewards system.

In addition all adults are encouraged to recognise positive behaviour through:

- Oral praise statements
- Written praise in the marking of work
- Displaying of work to build self-esteem
- Deployment of responsibilities e.g. help at events
- Referral to Tutor, Directors of Subject, Pastoral Managers, SLT, Principal, Governors
- Contact with parents/Carers through a good news postcard/phone call/letter or email.
- Celebration Assemblies
- Student of the week
- Professional Values and Employability Skills points
- Certificates, privileges, Principal's Celebration events

### 8.3 Scarborough UTC Sanctions

Sanctions are necessary for students who choose not to follow the College's rules (APPENDIX 1) and conduct themselves inappropriately. At Scarborough UTC we accept that it is our responsibility to support those students so that they can make better conduct choices in the future. As such, the available sanctions are to be used to promote and develop positive behaviours, and all adults and students are expected to use the opportunities provided within the sanction's system to look to resolve the issues that have led to the inappropriate conduct. As much as there is an onus on students to take ownership of their conduct, the College also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with students. Sanctions are more likely to promote positive behaviour and regular attendance if students see them being applied fairly and consistently.

The maintenance of the positive climate for learning in and around the College is the responsibility of all members of the College community. The primary responsibility for maintenance of the positive climate for learning in the classroom lies with the adults within the classroom and Supply teachers will be given clear guidance on the reward and sanctions expectations of the College on arrival. The sanction should be as immediate as practicable.

Adults are thus expected to:

- Deal with the issue as it occurs

- Make clear they are dealing with the conduct, rather than stigmatising the person
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent conduct issues
- Avoid whole group sanctions that punish the innocent as well as the guilty
- Wherever possible, use sanctions that are a logical consequence of the student's inappropriate conduct (for example, if work is not finished in class the teacher might make the student stay behind at break time to finish it off)
- Use sanctions to help the student and others to learn from mistakes and recognise how they can improve their conduct (i.e. a learning outcome)
- When appropriate, use sanctions to put right harm caused
- Never issue a sanction that is humiliating or degrading
- Use sanctions in a calm and controlled manner
- Ensure that sanctions are seen as inevitable and consistent (student should know that a sanction, when mentioned, will be used)
- Attempt to link the concept of sanctions to the concept of choice, so that students see the connection between their own conduct and its impact on themselves and others, and so increasingly take responsibility for their own conduct
- Take account of unique circumstances which, very occasionally, may need a modified approach
- Encourage students to reflect on the effects of misconduct or absence on others in the College community, as part of everyday teaching and through the 'Restorative Justice' opportunities

### **Applying Sanctions**

We must always focus on the desired conduct, rather than get caught up in 'poor behaviour'. The goal of any conduct intervention in class is to bring about a modification of conduct so that teaching and learning can continue. If a more serious sanction is applied too early we are left with nowhere to go unless of course, the seriousness of the poor conduct requires it. Sanctions should be progressive but this is not a flow chart to be worked through. We can expect some strategies to be repeated, unless, of course the seriousness of the poor behaviour requires it to be dealt with more significantly and immediately.

The sanctions are based on the principle of the Scarborough UTC Professional Values system. This means that there is an expectation that all students will adhere fully to these Professional Values. Within these there is a given expectation that students will be polite and demonstrate good manners in all interactions with staff, students and other stakeholders.

### **Classroom expectations for students**

#### **At the beginning of lessons students are expected to:**

- Be on time and enter the classroom in silence and in an orderly manner
- Teacher will meet and greet students and check business dress and equipment

- Students walk directly to their allocated seat (as directed by a seating plan which will aid learning for all), sit down promptly
- Get out books and equipment and place on desk
- Follow instructions and start the Do Now task

**During lessons student are expected to:**

- Be silent and listen when the teacher or another student is speaking
- Stay in their seat and remain in the room unless the teacher directs them otherwise
- Participate fully in the lesson
- Work to the best of their ability without distracting others
- Ask for help if necessary at the appropriate time
- Respond appropriately to SUTC Language for Learning Teacher instructions

**At the end of the lesson students are expected to:**

- Work until the teacher indicates it is the end of the lesson
- Stand behind chairs when asked
- Leave the room tidy
- Leave in an orderly manner when dismissed

Students will follow all teacher instruction and directions first time. If a student does not comply, or follow instructions, sanctions will be put in place.

Examples of lack of compliance may include the following:

*Talking whilst another student or teacher is talking; shouting/ calling out; not settling to work-general lack of concentration; chewing; messing with equipment or taking equipment off others without their permission; constantly turning round; late arrival to the lesson and being off task*

**Pastoral Procedures**

Adults within the classroom/learning space will ensure all lessons are planned and delivered following the protocols set out in the Scarborough UTC 'features of good teaching document' and will also use preventative measures such as breaking down the instructions further; making individual tasks specific; having strategic seating plans. If a student does not comply, staff will use a hierarchy of positive interventions, starting with a REMINDER.

- a) Teacher/Support staff: REMINDER. Reminder is gentle and comes before the warning.

Giving positive instructions.  
 Praising conduct which does comply and focus on it.  
 Explaining clearly how to get back on track.  
 Giving a reminder of the rule.  
 Using Language for Learning Teacher instructions.  
 Using non-verbal signals such as a gesture; placing a hand on the desk; making eye contact with the student; pointing to the student's work; pointing to the legs of the chair (for someone rocking on the chair); pointing to the task on the board; standing within proximity of the student.  
 Asking the student individually what he/she is doing using their name.  
 Providing equipment as needed, to be discussed at a later opportunity.  
 Giving a choice of moving seats to avoid escalating the non-compliant behaviour.  
 Partial agreement e.g. "Yes, you may have been talking about your work but I would like you to ..."  
 Giving a clear, calm warning.  
 Explaining clearly what the problem is and asking the student to make a good choice about his/her next action and warn that the next step will be Warning.  
 The teacher should end any talk with a student regarding their behaviour with "Thank you" as a clear indication that you expect them to comply.

- b) **Stage 0** - equipment issues/business dress violations = logged on Bromcom as Stage 1 after a reminder - for subject based intervention before pastoral support.

**Independent study**- referred to Friday enrichment -2hr study support sanction.

- c) Stage 1: disruption/ defiance/failure to follow instructions – given after a reminder.

- **x 1 per week** = Teacher/ subject intervention (record stage 1)
- **x 3 per week** = 10-minute lunch detention - Teacher/ Subject parental Phone call & intervention
- **x 9 per week** = SLT DT 1 hour on Friday 4-5pm.

Stage 1 codes are cumulative. (1+, 3+, 9+ thresholds).

- d) Stage 2 repeated disruption/ defiance- thresholds per week

- **Each stage 2** = 10-minute Lunch detention- Teacher/ Subject parental Phone call & intervention
- **x 3 per week** = SLT Detention- SLT detention 1 hour / pastoral phone call.
- **SLT DT 1 hour on Friday 4-5pm.**
- **x 4 per week** = Isolation 1 day. pastoral contact & report
- **x10 Cumulative = 1 day isolation**
- **Stage 2 codes are cumulative. (3+, 4+, 10+ thresholds)**

- e) Stage 3 continual disruption/ defiance – thresholds per week

- **x 1 per week** = 20 minute lunch Detention- Teacher/ Subject parental Phone call & intervention
- **x 2 per week** = SLT Friday detention - 1 hour- Subject intervention, SLT detention/ pastoral phone call. **SLT DT 1 hour on Friday 4-5pm.**

- Additional pastoral intervention- parent informed of code of conduct.
- **x 3 per week** = in one week = 1 day isolation & Report
- Pastoral intervention- parent informed and reintegration on return from fixed term exclusion.

#### Stage 3 Cumulative totals

- **X 10 = 3 day fixed term exclusion (reintegration meeting)**
- **x 15 cumulative** = Parent Panel/ Report
- **Non- attendance at parent panel, = 20 breaches of stage 3.**
- **x 20 cumulative** = Report + warning letter for 25 breaches.
- **5 day fixed term and** reintegration
- **x 25 cumulative** = Report + Governor panel.
- **X 30 = 10 day exclusion (reintegration)**

Stage 3 codes are cumulative. (10+, 15+, 20+, 25+, 30+ thresholds)

### Removal system

Send reliable student to reception with REMOVE card. Reception will contact member of staff on REMOVE. Remove staff removes student from room, student isolated for remainder of lesson in a KS5 lesson or appropriate lesson. They will then receive a 20 minute Lunchtime detention and telephone call and email home by either subject teacher and/or Director of Subject.

### Recording

Stages and comments are recorded on BROMCOM MIS system with staff comments and reviewed on a weekly basis from Friday to Thursday.

Students placed on behavioural report will have comments recorded electronically on the BROMCOM management system. Information gained is then shared with parents. Parents are encouraged to use the MCAS smart phone app to monitor daily attendance, PVES positive points, attainment updates and behavioral information.

### Subject Detentions

Subject detentions are organised centrally and take place Monday, Tuesday, Wednesday and Friday as a consequence of failing to correctly adhere to the conduct for learning policy. Detentions are for 10 or 20 minutes depending on stage and stage cumulative total. It is the responsibility of students to attend. Failure to attend results in further detentions. Continued failure results in further sanctions.

SLT detentions are issued for continued breaches of conduct for learning stages and thresholds. These are held on Fridays from 4pm to 5pm.

## Isolation

Isolation is used as a sanction to ensure students are supported to work quietly and without interruption. Structured work is provided and a review meeting takes place to discuss pastoral and academic issues. Information is logged in early help files and students return to class after the sanction is completed.

Failure to meet the isolation code of conduct will result in an additional repeated isolation. Further failure will result in 1 day fixed term exclusion.

### Follow up actions

Threshold	Support/ Communication	Sanction/ Action
<b>Reminder!</b>	<b>Teacher input</b>	<b>Subject based intervention before pastoral support</b>
<b>Stage 0</b> <b>Equipment issues/ business dress violations</b> <b>Lanyard check</b>	Tutor/ Subject based intervention & departmental intervention before pastoral support <b>Restorative conversation, email, parental phone call</b>	<b>Stage 0</b> logged. Targets set and close subject monitoring  Pastoral phone call- missing Uniform
<b>Stage 0</b> Failure to complete on line <b>Independent study</b>	Subject based intervention & departmental intervention before pastoral support <b>Restorative conversation, email, parental phone call</b>	<b>Stage 1</b> logged. Targets set and close Subject monitoring <b>2hr Friday Study support</b>
<b>Stage 1</b> <b>Without Equipment &amp; clear exam pencil case.</b> <b>Failure to follow instructions/ incomplete work/ cause disruption/ defiance and inappropriate behaviour.</b>	Subject based intervention & departmental intervention before pastoral support <b>Restorative conversation, email, parental phone call</b>	<b>Stage 1</b> logged.  X 1 Per week, requires teacher and subject support and Intervention.
	Subject based intervention & departmental intervention before pastoral support <b>Restorative conversation, email, parental phone call</b>	<b>Stage 1</b> logged.  X 3 Per week, <b>required teacher intervention and 10 minute lunch DT.</b>
	Cumulative Total	X 9 Per week = <b>Friday SLT 4-5pm DT 1 hour</b>
<b>Stage 2</b>	<b>Stage 2</b>	<b>Stage 2</b>
<b>Reminder!</b>		
<b>Continued Failure to follow instructions/ incomplete work/ cause disruption/</b>	Subject based intervention & departmental intervention	X1= Stage 1 and 2 logged  <b>10 minute DT Lunch, for each stage 2.</b>

defiance and inappropriate behaviour.	Restorative conversation, email, parental phone call <b>Pastoral Support</b>	
	Cumulative per week	X 3 Per Week Stage 2 logged <b>Friday SLT DT 1 hour</b>
		X 4 Per Week Stage 2 logged <b>1 Day Isolation</b>
	Cumulative Total	X 10 = <b>1 day isolation</b>
	<b>Pastoral Support- Early Help log started</b>	<b>Pastoral Support- Early Help log.</b>
<b>Stage 3</b>	<b>Stage 3</b>	<b>Stage 3</b>
<b>Reminder!</b>		
<b>Stage 3: as above for further persistent and ongoing negative behaviour or serious disruption.</b>	Subject based intervention & departmental intervention Restorative conversation, email, parental phone call Pastoral Support	X1 Per week <b>20 minute lunch DT for each stage 3.</b>
Removed to a sixth Form lesson or	Subject based intervention & departmental intervention Restorative conversation, email, parental phone call Pastoral Support	X 2 Per Week c <b>FRIDAY SLT DT 1 hour</b>
	Subject based intervention & departmental intervention Restorative conversation, email, parental phone call Pastoral Support	X3 Per week cumulative <b>1 Day isolation and report</b>
	Subject based intervention & departmental intervention Restorative conversation, email, parental phone call Pastoral Support	X 4 Per Week cumulative 20 minute lunch DT for each stage 3.
	X10 cumulative	3 day fixed term and parental reintegration meeting
	X15 cumulative	Parent behaviour panel
	Non- attendance @ panel	= 20 breaches
	X20 cumulative	= 5 day fixed term and reintegration
	X20	Report + warning letter for 25 breaches



	X25 cumulative	Report and governor panel
	X30 cumulative	10 day exclusion

At any point Pastoral Team may recommend Learning Support involvement/ SENCO (If child is ASD and on the register, has EHC provision: in such cases, different strategies and/or student timetable and support would have to be implemented so that such a student gets the support they need to be successful in mainstream college systems).

### **Unique, Very Serious or One-Off Behaviour Events (APPENDIX 2)**

When a student displays conduct which is extreme or dangerous

Examples might include:

Kicking or throwing chair or other classroom furniture; using aggressive threats to either the teacher or other students; refusing to sit down or clam down; swearing or using offensive language directly to the teacher; physical or sexual assault on a member of staff or student; racist/homophobic conduct; refusal to be exited to another member of staff.

Staff should not leave the classroom but should contact REMOVE by sending a reliable student to reception with REMOVE care to contact a senior member of staff.

Reception will contact senior member of staff.

The senior member of staff on REMOVE will remove the student from the classroom and log this by recording it as an ALT call out. He/she will take further action using one of the sanctions set out in APPENDIX 2.

Behavioural events to be recorded using the specific behaviour type.

There are additional codes within Bromcom for serious behaviours such as bullying, use of drugs, offensive weapons etc.

All events will be recorded as receiving 1 negative point.

## **9. Taking account of individual students' needs (SEND, vulnerability, race, religion, culture and all protected groups under the Equality Act 2010)**

- 9.1 At Scarborough UTC we are keen to ensure that we do not discriminate – through application of the Conduct for Learning policy – against students whose apparent inappropriate behaviour may be a function of the SEND, disability, racial and/or cultural background or protected group status. There will be circumstances in which some students may be treated differently from others and are expected to take account of those individual students needs when applying sanctions. (See also Policy on Special Educational Needs). If the conduct of a student gives cause to suspect that he/she is suffering, or likely to suffer, significant harm, this should be reported to the designated staff for child protection using the approved referral forms. (See Safeguarding Policy).

## 10. Racial Harassment and Bullying

- 10.1 At Scarborough UTC racial harassment and any form of bullying including homophobic bullying will not be tolerated. Any racial or bullying incident must be recorded on Bromcom by the member of staff the bullying is reported to and should be reported immediately to the relevant Pastoral Manager. They will then investigate the incident and report it using the agreed reporting procedures. (See Anti-bullying Policy).

## 11. Confiscation

- 11.1 As with other sanctions, the sanction of confiscation will be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning – one which safeguards the rights of other students to be educated with regard to health and safety, threats to good order, uniform, violation of the ethos of the College. The following are examples of when items will be confiscated:

- An item poses a threat to others; for example a laser pen is being used to distract and possibly harm other students or staff;
- An item poses a threat to good order for learning; for example a student used a personal music player or mobile phone in class without the consent of the teacher;
- An item is against College business dress rules; for example a student refuses to take off a coat on entering a classroom;
- An item poses a health and safety threat; for example a student wearing ear rings or body piercings may present a safety threat to other students in practical lessons; selling drinks and confectionery;
- An item which is counter to the ethos of the College; for example material which might cause tension between one community and another;
- An item which is illegal for a child to have; for example racist or pornographic material.

- 11.2 At Scarborough UTC, all adults have the authority to seize, retain or dispose of the following items if reasonably applied:

- Chewing gum
- Objects used as missiles
- Fizzy/Non fizzy sports drinks
- Confectionery brought in to sell

- 11.3 All adults have the right to seize and retain but not dispose of the following items:

- Mobile phones – Returned at the end of the day for first offence and after one week thereafter unless parent collects
- Music devices such as an MP3/4 player
- Jewellery
- Laser pens
- Balls e.g. footballs, bouncy balls
- Incorrect business dress items (see Business Dress Policy)
- iWatches
- Cigarettes and associated items and e-cigarettes

Such items will be returned at the end of the College day unless the confiscation of the item caused a serious breach of the Conduct for Learning policy and therefore a meeting with parents is deemed necessary. Where a student refuses to comply with a reasonable request from a member of staff they will be deemed to be in breach of the Conduct for Learning policy and reasonable sanctions will be applied.

Exceptions to the above include material that is inappropriate or illegal for a child to have such as a cigarette lighter, e-cigarettes, racist or pornographic material. This material should be referred to the Pastoral Manager, who will decide on the most appropriate action to take, followed by a letter to parents/carers confirming the reasons for such action. The material may need to be stored safely until a responsible family adult can come to retrieve them if appropriate. The College reserves the right to pass any banned material or items to the Police.

## **12. Powers to search (DfE guidance 2016: Searching, Screening and Confiscation)**

12.1 The law allows authorised College staff to search suspected students and confiscate items without consent for "prohibited items including knives and weapons, alcohol, illegal drugs, stolen items pornographic images, fireworks, cigarette (including e-cigarettes) or other tobacco and cigarette paper any article that has been or likely to be used to commit an offence, cause personal injury or damage to property.

At Scarborough UTC the following adults are authorised to search for prohibited items without consent, using agreed methods:

- Any member of the Senior Leadership Team

Two adults should be present when a search takes place (preferably a male and female). Parents will be contacted when a search has taken place. A record of the search should be recorded in Bromcom.

No other adult should attempt to carry out a search of a student's property or clothing for any reason. Suspected students should be referred to the adults named above who then will decide on the most appropriate action to take.

12.2 Weapons and knives and extreme or child pornography will always be handed over to the Police.

12.3 Adults will take particular care when deciding whether to confiscate items of clothing or jewellery, in particular, they will have appropriate regard to whether the item in question has religious or cultural significance to the student and will avoid physical contact or interference with students' clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks, if an item of clothing or jewellery is confiscated, this will be done by a staff member of the same gender as the student and with another staff member present where possible. Confiscation that would leave the student only partly dressed would lead to contact with parents or carers to rectify immediately.

12.4 When retaining a confiscated item beyond the college day, adults are expected to:

- inform parents via telephone call to inform the student's parent that an item has been confiscated, and if time permits contact the student's parents by phone to inform them of the return of the confiscation
- for items of obvious value or illegal nature, place the item in an appropriate secure storage place - in Scarborough UTC safe and attempt to contact parents
- take care to ensure that they are clear which item belongs to which student by clearly labelling the envelope or package with the student's name and form

12.5 Selling confectionery, tobacco products or other items to students on the College site for profit contravenes the College rules. It frequently leads to bullying issues and in some cases has led to theft. If a member of staff has reasonable cause to suspect that a student is selling such items, he/she should report this to the senior member of the duty staff for action. The items will be confiscated and disposed of consequently, not returned. If the student refuses to comply with this request, it will then be treated as a serious breach of College rules and internal/external exclusion will be considered. This type of incident could also lead the College to contacting the police.

### 13. Detentions

13.1 Parental consent is not required for any detentions.

13.2 At Scarborough UTC, any detentions held on a weekend and on training days have to be authorised by a Member of the senior leadership team, while lunchtime and after College detentions can be set by any adult.

13.3 At Scarborough UTC we believe that the sanction of detention must be:

- reasonable in the light of the seriousness of the misconduct
- reasonable to achieve a specific outcome. As such, detention time is to be used purposefully to either:
- allow students to catch up on learning opportunities that were previously self-denied through inappropriate conduct, or;
- to resolve more serious conduct-related issues by using restorative justice approaches

Detentions will not be used to denigrate or humiliate students

13.4 Notifying for after college Detention, will take place by using any of the following methods, if possible:

- a detention slip signed by the member of staff and given to the student
- an e-mail
- text notification

13.5 Lunchtime detentions will not be of such duration that a student or supervising adult misses the opportunity to eat, drink and use toilets, or for the student to go home for lunch if expected to do so. The maximum length is to be 20 minutes. Where it is

appropriate, students will have their lunch brought to the detention room resulting in 20 minutes being spent to serve detention.

13.6 Staff will attempt to inform parents of a detention and a record of communication will be stored on Bromcom. In order to protect staff from allegations of misconduct, staff should ensure that there are at least two adults supervising students in detention, or that a member of staff is continually visible by another member of staff. The adult issuing the detention must make reasonable arrangements with parents/carers while insisting on the terms of the detention being met if:

- a student is a primary carer, a looked after child or vulnerable in other ways
- there is a requirement to take medication at specific times
- there is a need for time and space for religious observance

13.7 If a student walks out of a detention staff will:

- Point out the need to return to the detention, but the second position being to make clear that the students will be held to account for the account they have taken
- Make it clear to other students present that the student has made choices and will be held to account for those choices
- Not try to enforce the requirement to remain in the classroom by use of force

13.8 The only circumstances in which using force would be justifiable would be where - in the judgment of the adult involved - that allowing the student to leave would:

- Entail serious risks to the student's safety (taking account of their age and understanding), to the safety of other students or staff or of serious damage to property; and/or
- Lead to conduct that prejudiced good order and discipline
- Staff will inform their line manager or nearest adult, including office personnel that the student has left the detention without permission. A further and higher level sanction will be imposed on the student (See Appendix 3)

## **14. Support systems for adults**

14.1 Advice is given for all adults in how to deal with inappropriate behaviour at the time and wherever it occurs in the College. The College also recognises regular professional development on conduct is essential in developing the positive climate for learning, and will strive to ensure that all adults have access to such CPD as identified through self-evaluation, individual appraisal records and Subject Improvement Plans.

14.2 However, the College recognises that very rarely adults may feel unable to cope, and provides the following support in addition to the advice given in CPL sessions:

- Adults who are having difficulty with a class or group should in the first instance seek advice from their Director of Subject, or other relevant middle leader/line manager
- Adults who need advice on managing the conduct and attendance of individual students should in the first instance speak to their Director of Subject, the students' tutor/Pastoral Manager/Senior Leadership link

- Adults who feel that they have been subject to abuse or intimidation by students should refer the issue in the first instance to the Pastoral Manager

Further support may be provided by the representatives of the Trade Unions, from staff buddies and from teacher helplines.

14.3 The College wishes to involve our parents at all stages in their child's education and in particular gaining their support for effective positive conduct to allow for good or better teaching and learning. If a parent feels that the measures or sanctions in the Conduct for Learning Policy are unfair or have been unfairly applied, then they can lodge a complaint through the College's complaint procedure (see Complaints procedure). If a student has a concern they can speak to their Tutor or Pastoral Manager, but never during lesson time. Alternatively they could discuss their concern at home and ask a parent/carer to contact college.

14.4 In addition to regular teaching and learning about positive conduct and regular attendance, and the support of a well-organised and caring College community, some students will need extra support to help manage their conduct and attendance, and many of our students who are referred to external agencies will be vulnerable and have Special Educational Needs (SEND) (see SEND policy and practice).

The College will look to use procedures to identify early those students most at risk, in order to draw up a support plan and to establish a support programme to address issues arising, through:

- Liaison with parents/carers, previous colleges, outside agencies and services;
- Referrals by adults to Pastoral Manager through data analysis such as bullying, truancy, attendance data analysis
- Regular pastoral reviews to identify students most at risk, included as part of any regular academic progress reviews:
- Programmes of short courses on specific elements of Social, Emotional and Behavioural Skills (SEBS) within the Learning Support department (SENCO) – self-esteem/relationships etc.;
- Contact with parents on the first day of any unexplained absence and discussion between the student and staff responsible for their registration;
- Contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation;
- Referrals for specialist advice from agencies linked to the College, such as the Educational Psychologists, social care, NYCC SEN traded services, Early Help Team, MIND and so on;
- Referrals to the Learning Support department for a short period of additional support outside the usual classroom environment;
- Peer mediation and counselling schemes;
- Parents/carers consultations and family sessions;
- One to one counselling with a trained specialist or support from trained Teaching Assistants.

## **15. Expectations for positive behaviour off the College site (during weekends, holidays or on educational visits if identified as SUTC students)**

15.1 At Scarborough UTC we have high expectations of the behaviour of our students when off College premises. This includes conduct on activities arranged by the College, such as work experience placements, educational visits and sporting events; conduct on the way to and from College; and conduct when wearing College business dress in a public place. As such this policy has the following objectives in regulating behaviour off the College premises:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses;
- To secure conduct which does not threaten the health or safety of students, staff or members of the public;
- To provide reassurance to members of the public about College care and control over students and thus protect the reputation of the College;
- To provide protection to individual staff from, harmful conduct by students of the College when not on the College site
- Any child going on an Education Visit overnight must sign a conduct contract, countersigned by their parent/carer

15.2 Sanctions can be applied when the students are on the College site or under the lawful control or charge of a member of staff.

15.3 In deciding what punishment is reasonable Scarborough UTC will take account of the following factors (which may not all apply to every incident):

- The College Conduct for Learning Policy;
- The severity of the misbehaviour;
- The extent to which the reputation of the College has been affected;
- Related to this, whether the student(s) in question were wearing College business dress or were otherwise readily identifiable as members of the College;
- The extent to which the conduct in question would have repercussions for the orderly running of the College and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of the staff);
- Whether the misconduct in question was on the way to or from College, outside the College gates or otherwise in close proximity to the College;
- Whether the misconduct was whilst the student was, taking part in a further education course as part of a College programme or participating in a sports event with another College (i.e. when the student might be expected to act as an ambassador for the College) which might affect the chance of opportunities being offered to other students in the future.

15.4 To that extent, the College will:

- Work with transport providers to agree how conduct on public or contract transport should be addressed

- Make explicit statements to parents, carers and students about how rewards and consequences (including loss of access to transport) can improve conduct
- In conjunction with transport providers, withdraw the right for students to use the College transport service, if a student's conduct is found to be unacceptable
- Work with work experience providers and colleges to ensure the College/provider contract makes clear expectations of standards of conduct and procedures to use in the case of poor conduct
- Liaise with local groups such as the Neighbourhood Police Team to establish clear communication routes and operational strategies, particularly to manage complaints by individuals in the community
- Work with parents to show how they can report poor out-of-College conduct of specific types by students
- Ensure that all applications for educational visits include clear statements to parents and students about conduct standards and processes.
- Ensure that staff educational visits procedures clearly state the expectations and disciplinary sanctions available to staff
- Ensure that the Principal is explicit about levels of authority which are delegated to staff on educational visits
- Ensure that a contact strategy is given to a senior leader so that advice for staff is available in a crisis, particularly on residential trips and particularly for international trips (see procedures for Educational Visits)

15.5 The staff educational visits procedures pack states clearly the expectations and disciplinary sanctions available to staff. For residential trips, and particularly for international visits, a contact strategy will be given to a senior leader so that advice for staff is available in a crisis.

15.6 Staff who experience abuse or intimidation by students when outside the College and not under the lawful control or charge of a member of staff, has the same rights of protection from threat as any citizen in a public place;

- They should use their professional judgment about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour
- Their first concern must be for their own personal safety
- They should make clear that the student has been recognised, even if in a group of young people, if they feel this is appropriate
- They should then use their judgment about how to leave a difficult situation without provoking further confrontation
- The College will apply appropriate disciplinary sanctions when the student is next in College

## 16. Allegations against staff

16.1 Any allegation against staff will be treated seriously and will be investigated in accordance with the Complaints Procedure. The procedures are in accordance with the 'Working Together' Guidance (2018)



- 16.2 If an allegation is found to be malicious it will be referred to the Principal and a meeting with parents will take place. Sanctions will be applied using the Serious Incidents Guidance (see Appendix 2) and restorative justice will be used if deemed appropriate.

## **17. Monitoring and Evaluation**

- 17.1 At Scarborough UTC we wish to know if this policy is working fairly. Data gathered consistently and analysed will reinforce good news stories about the College improvement; contribute to the College Self Evaluation process and inform discussions with staff, governors, students (including through the College Student Leadership Forum), parents and multiagency staff about patterns of poor conduct and steps taken to tackle it.
- 17.2 We therefore monitor the distribution of recognition and sanctions on a half termly basis by: age, ethnicity, gender, special educational needs, curriculum areas, tutor group, reason. Directors of Subject are expected to provide analysis of the data in their Line Management meetings, which will then lead to identified actions in the Subject Improvement Plans.

## **18. CCTV**

- 18.1 CCTV and College cameras can be used to record conduct incidents and to assist in the identification of culprits, it is available to be shown only and not be taken away. Any viewing of CCTV images must be done in a private area or room. These images will only be used for these purposes, will not be shared with anyone other than those delegated to investigate the incidents, and will be deleted from the CCTV once their purpose has been served.

## **19. Power to use reasonable force**

- 19.1 Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Principal and authorised College staff (SLT) may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- 19.2 Any incident requiring 'reasonable force' will be recorded and held by the Pastoral Manager.

## **20. Monitor and review**

- 20.1 This policy will be reviewed on an annual basis by the principal in conjunction with the governing board.
- 20.2 The scheduled review date for this policy is June 2022.

## Appendix 1: Rules and Sanctions

Our Conduct for Learning Policy focuses on our Professional values and Employability Skills. We ask students to apply the following rules:

Issues	Rules	Sanctions
Business dress	<p>Business dress issue(s) that can be addressed for example wearing coat, tucking shirt in, adjusting length of tie etc.</p> <p>Incorrect business dress that cannot be immediately rectified. e.g. wearing trainers/boots/etc. no shoes, no tie.</p>	<p>Addressed immediately – no further action. Students who do not wear the correct business dress or wear business dress in an incorrect way will</p> <ol style="list-style-type: none"> <li>1. be offered alternative washed college clothing and footwear available from Learning Support. There is an expectation that, if a student is asked to wear this uniform, then they will comply without argument.</li> <li>2. Should they refuse to wear these alternatives, parents will be contacted to request the correct business dress is delivered to college OR parents will request their child to change into clothes from 'the business dress store'.</li> <li>3. In the event a student still refuses to wear the correct business dress despite requests from college staff and their parents, it will be deemed as a refusal to carry out a reasonable instruction and they will be sent to isolation for the remainder of the day. This will result in them moving to the Stage 2 or 3 of the Pastoral Procedures.</li> </ol>
Jewellery	No jewellery to be worn (except watches and plain earrings. An iWatch or similar is not a watch).	<p>Student removes the item.</p> <p>If further breaches, staff to confiscate and return at the end of the day, if compliant.</p> <p>If student is defiant/argumentative, then parents will have to collect items or kept until end of term.</p>
Mobile Phones, iPods, iWatches	Mobile phones MUST only be used by students in line with the signed Acceptable Use Policy	If seen or heard in lessons without permission, or outside the Acceptable Use Policy, mobiles will be confiscated, returned at the end of the day for first offence and after one week thereafter unless parent collects
Earphones  Etc.	<p>Not allowed on the College</p> <p>Premises, outside of lunch and break times.</p>	<p>Earphones to be removed and put away on first request without disagreement from the student.</p> <p>If a student takes no action then the member of staff can confiscate under mobile phone guidance.</p> <p>If a student is argumentative /defiant etc. this will result in a member of senior staff being involved.</p>
Equipment	Students must arrive to every lesson and Tutor Time with their basic equipment of a	<p>No basic equipment after opportunity to purchase daily from the Stationery Shop in the Learning Support Centre.</p> <p>Students will move to Stage 2 or 3 of the Pastoral Procedures.</p>

	<p>pen, pencil, and ruler.</p> <p>Equipment should be on the desk at the start of <u>EVERY</u> lesson and Tutor time.</p>	
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## Appendix 2: Examples of sanctions for serious incidents – for use as a guide in conjunction with professional judgement

### Meetings with parents to discuss persistent issues

<p>Smoking – in or out of the Building including e-cigs and vape-sticks or pens</p>	<p>Decision will be made the Principal/SLT on action to be taken which could include:</p> <ol style="list-style-type: none"> <li>1. Contact with home</li> <li>2. Smoking cessation</li> <li>3. Referral to Isolation</li> <li>4. Fixed Term Exclusion</li> </ol> <p>At any point a referral can be made to the College nurse.</p>
<p>Misuse of Fire Alarm</p> <p>1<sup>st</sup> Offence</p> <p>2<sup>nd</sup> Offence</p>	<p>FTE. Referral to NY Fire and Safety and/or Police Panel.</p> <p>Possible permanent exclusion.</p>
<p>Community Issues</p> <p>1<sup>st</sup> Offence</p> <p>2<sup>nd</sup> and subsequent offences</p>	<p>These issues will be dealt with in partnership with local police.</p> <p>Discussion will take place with SLT/Principal regarding appropriate sanction in conjunction with police involvement. Sanction may include exclusion either fixed or permanent.</p>
<p>Fighting (equal involvement)</p> <p>1<sup>st</sup> Offence</p> <p>2<sup>nd</sup> Offence</p> <p>3<sup>rd</sup> Offence</p>	<p>Parental contact. FTE or Isolation the following day. Student may be sent home on the day if there are medical issues. Staff will consider if any other actions are needed in order to prevent further incidents.</p> <p>+ Restorative Justice</p> <p>FTE. Parental meeting. Isolation plus break and lunchtimes.</p> <p>FTE. Parental interview with SLT link and Police Panel involvement.</p>
<p>Assault of another student</p> <p>1<sup>st</sup> Offence</p> <p>2<sup>nd</sup> Offence</p> <p>3<sup>rd</sup> Offence</p>	<p>Exclusion if a serious assault. Restorative justice with victim if appropriate.</p> <p>Exclusion and Isolation/Behaviour Placement Parental meeting, including SLT link.</p> <p>Police Panel referral – this can be made after 1<sup>st</sup> offence if deemed necessary.</p> <p>Exclusion. Refer to Principal for possible Governors’ Disciplinary Panel. Alternate arrangements considered.</p>

<p>Threatening, aggressive behaviour/inciting such behaviour</p> <p>1<sup>st</sup> Offence</p> <p>2<sup>nd</sup> Offence</p> <p>3<sup>rd</sup> Offence</p>	<p>This type of behaviour will have varying degrees of severity. It may be more appropriate for more severe sanctions earlier e.g. exclusion</p> <p>Isolation at break and lunch for a week. Parental contact and Police Panel referral</p> <p>Isolation. Parental meeting, detention at break and lunchtime.</p> <p>Exclusion. Re-admission with SLT</p>
<p>Selling items such as confectionery products to other students on the Academy site for profit</p> <p>1<sup>st</sup> Offence</p> <p>2<sup>nd</sup> Offence</p> <p>3<sup>rd</sup> Offence</p>	<p>Parental contact, including letter home. Isolated at breaks and lunch for 1 week. Items confiscated and not returned.</p> <p>Parental meeting with Pastoral Manager. Isolated at breaks &amp; lunch for 1 week. Items confiscated and not returned.</p> <p>Exclusion. Readmission with Pastoral Manager &amp; SLT. Items confiscated and not returned. Referral to Police Panel.</p>
<p>Damage to the College Site</p> <p>Any incident of damage to the College*</p>	<p>Parental contact, including letter home. College based community service or imposition of a task – such as picking up litter or weeding College grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti</p> <p>And/or Restorative Justice session</p> <p>And/or Police Panel referral</p> <p>And/or Exclusion/isolation/Behaviour Placement</p> <p>*The College will always attempt to recoup losses by invoicing parent(s)/guardian(s).</p>
<p>Verbal Abuse to Staff</p> <p>(direct swearing at staff or racism, student may be excluded at first offence)</p> <p>1<sup>st</sup> Offence</p> <p>2<sup>nd</sup> Offence</p> <p>3<sup>rd</sup> Offence</p>	<p><b>This type of behaviour will have varying degrees of severity. It may be more appropriate for more severe sanctions earlier. Any racism or direct swearing will lead to Fixed Term Exclusion.</b></p> <p>Detention. RJ if needed.</p> <p>Isolation/Behaviour Placement. Parental meeting with Pastoral Manager.</p> <p>Police Panel referral.</p> <p>Exclusion. Re-admission with SLT</p>
<p>Truancy (part of the day)</p> <p>1<sup>st</sup> Offence</p>	<p>Parental contact. Formal detention to make up time missed.</p>

2 <sup>nd</sup> Offence	Isolation/Pastoral Manager report. Parental meeting with Pastoral Manager.
3 <sup>rd</sup> Offence	Isolation /SLT report. Parental meeting with SLT.
Truancy (full day)	
1 <sup>st</sup> Offence	Isolation Room. Parental contact.
2 <sup>nd</sup> Offence	Isolation room Pastoral Manager report/SLT. Parental meeting.
3 <sup>rd</sup> Offence	Sanction to be discussed with Pastoral Manager & SLT report. Parental meeting.
Theft	
1 <sup>st</sup> Offence	Isolation/Exclusion. Parental meeting. Police Panel referral.
2 <sup>nd</sup> Offence	Isolation /Exclusion. Parental meeting with SLT & Police Panel.
3 <sup>rd</sup> Offence	Referral to Principal for Governors' Disciplinary Panel.

The Principal retains the right to administer discipline to all students in the College based upon facts and knowledge of an incident at that time including information about the student.

The Principal further retains the right to refer any incident to the police at any point.

**Appendix 3: Recognition of achievement of Scarborough UTC Professional Values and Employability Skills**

Awards	Criteria	Awarded by	Awarded when	Awarded where	Type of award
Student of the Week	Most points by a student that week by gender (1 male and 1 female)	Pastoral Manager	Weekly	Displayed in reception and notification in Newsflash	Entry in to termly awards assembly draw
Bronze	50 points	Pastoral Manager	When achieved	In termly awards assembly	Postcard home and certificate and entry in to termly awards assembly draw
Silver	100 points	Pastoral Manager	When achieved	In termly awards assembly	Postcard home and certificate and 2 entries in to termly awards assembly draw
Gold	150 points	Vice Principal	When achieved	In termly awards assembly	Postcard home and certificate and 4 entries in to termly awards assembly draw
Platinum	200 points	Vice Principal	When achieved	In termly awards assembly	Postcard home and certificate and 6 entries in to termly awards assembly draw. Eligible for end of year rewards trip.
Diamond	250 points	Vice Principal	When achieved	In termly awards assembly	Postcard home and certificate and 8 entries in to termly awards assembly draw. Eligible for end of year rewards trip.
Termly prize draw 4 prizes of £30 vouchers					
Termly prize draw 4 prizes of £10					
<b>Attendance Awards</b>					
Awards	Criteria	Awarded by	Awarded when	Awarded where	Type of award

Termly attendance award	100% attendance in a term	Pastoral Manager	Termly	In termly awards assembly	£5 voucher and post card home
End of year attendance award	100% attendance in the academic year	Pastoral Manager	End of academic year	Final awards assembly of the academic year	£20 voucher and post card home
Termly over 98% attendance award	98% attendance in a term	Pastoral Manager	Termly	In termly awards assembly	Postcard home
Top 5 most improved attendance award	Following intervention, the top 5 students % improvement each term	Pastoral Manager	Termly	In termly awards assembly	Postcard home