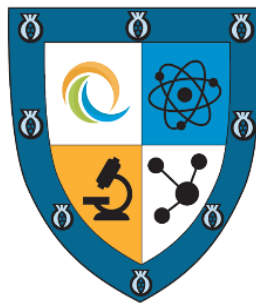




POSITIVE BEHAVIOUR MANAGEMENT POLICY



**UNIVERSITY
COLLEGIATE
SCHOOL**

January 2023
Reviewed: October 2023
Next review: January 2024

Positive Behaviour Management Policy

The Positive Behaviour Management Policy of UCS Bolton is reviewed annually.

Introduction

This document details our approach to promote Positive Behaviour Management within Bolton UCS.

This document also highlights our UTC values. We are:

- Destination focused – we support students to make informed choices about their career pathways after they finish school.
- Professional – we offer a learning environment where professional standards inform our expectations.
- Work ready – we help students develop all the knowledge, skills and attributes required for progression into a productive career.
- Engaging with employers – to give students real-life experiences of the world of work.

We believe that positive behaviour in our school is dependent on the school, the parents/carers and the child all having an equal responsibility for its success and abiding by these agreed approaches at all times. The policy should be read with reference to UCS Bolton's SEN&D Policy.

This policy has been written in consultation with staff, parents and students.

What is positive behaviour management and why do we need it?

Every civilised organisation depends on people behaving in a certain manner. In our school, the importance of every individual is equal, and as such we value all members of our school community. Mutual respect is a vital factor in this approach and the modelling of this with all individuals encountered is the driving force behind the positive behaviour management active within school, ensuring effective academic and social learning.

Aims

The aim of the Positive Behaviour Management Policy is:

- To encourage all members of the school community to live by the Community ethos in our school, therefore ensure excellent standards of conduct at all times - in school lesson times and breaktimes/lunchtimes, on educational visits, when representing our school and when wearing school uniform.
- To provide a structure to assist in addressing any difficulties students may face in adhering to these standards.
- To enable students to understand the actions required from them to achieve positive behaviour when representing our school.
- To ensure parents support the schools in meeting their child's behavioural needs.

In addition, the Behaviour Policy:

- Supports the worked-based environment and models professional expectations in line with those of partners from industry.
- Underpins a culture of encouraging students to focus on successful outcomes.
- Has a visible strategy which promotes positive and focused conversations to reinforce expectations driven by students' aspirations.
- Encourages and supports students in their progress towards being considerate and tolerant of others, in line with the British Values statement of the UCS.

Commitment to Positive Behaviour – Home/school agreement

Positive behaviour results from a commitment of all parties working together, mainly based on the tripartite approach, but also including peer relationships and interactions with all other adults within the school community. It hinges on a structure that is **clear** to all involved, based on our community principles and involving actions that are **consistent** positive behaviour expectations.

The school will deliver Positive Behaviour Management by:-

- * Insisting on excellent standards of behaviour, work and respect from all – staff, parents/carers and students
- * Encouraging praise and reinforcing good relationships.
- * Working as a team - supporting and encouraging each other.
- * Acting with courtesy and consideration to all individuals.
- * Providing a well-ordered environment with consistent and agreed behavioural expectations.
- * Providing a clear system of rewards and sanctions in a consistent way.
- * Providing a range of classroom management techniques to ensure excellent behaviour, for example Growth Mindset points or postcards. Regular communication will be used both to praise and make parents/carers aware of inappropriate behaviour, such as forgetting homework etc.

Students will exhibit excellent behaviour by:

- Knowing, accepting and acting according to the UCS behaviour policy.
- Having responsibility for, and the expectation to, manage their own behaviour.
- Understanding and actively managing their own behaviour in line with the UCS behaviour principles
- Developing their understanding of others and their actions.
- Accepting and reflecting the Community values evident throughout the school.

School and parents/carers will support them if they are unable to do this.

Parents/Carers will support the Positive Behaviour Management Policy by:-

- Accepting and fully supporting the Positive Behaviour Management Policy of the school.
- Knowing and understanding the school's standards and expectations embodied in the UCS behaviour policy.
- Praising children for their achievements.
- Supporting staff in developing their child's ability to take responsibility for their actions.
- Supportive parenting and reinforcing of the school's message on standards and expectations.
- Supporting the school at strategic points in their child's development and engaging with professional agencies, when requested.
- Upholding the agreed behaviour management techniques at home to provide consistency for their child.
- By accepting a place at Bolton UCS school, the parent/carer of each child implicitly agrees to play their vital part in upholding the schools' agreed policy on high standards and behaviour. This will be demonstrated explicitly by signing the Home/School Contract and by upholding the parental behaviour policy.

School:

Student:

Parent:

Classroom Expectations

The following classroom expectations have been agreed by staff, students and parents/carers as appropriate expectations of students whilst attending UCS Bolton. The rationale for these are:

- 1. Every student has the right to learn.**
- 2. Teachers have the right to teach.**
- 3. Every student has the right to feel safe at school**

All UCS Bolton students are expected to follow the “UCS way behaviour principles. These describe the way we expect our students to:

- Behave in lessons
- Move around the school
- Take care of our community
- Behave at break and lunchtimes

SEE APPENDIX 1

The Power to Discipline beyond the UCS Gate

Students may be subject to the UCS Behaviour Policy outside the school grounds or school day. This will occur when behaviour outside the school grounds is unacceptable and has the potential to bring the UCS into disrepute. This includes when students are:

- Taking part in any UCS-organised activity or visit.
- Travelling to or from the UCS.
- Wearing the UCS uniform or in some other way identifiable as a student at the school.
- Misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the UCS or pose a threat to another student or member of the public.

Drug and alcohol abuse

It is the policy of Bolton UCS school that no child should bring any drug, legal or illegal, including alcohol or vapes on to the school premises. If a child needs medication during the school day, the parent/carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The schools will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents/carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a suspension and/or a permanent exclusion dependent on the severity of the incident. Any drug / alcohol/ vape found will be destroyed. If the offence is repeated, the child will be permanently excluded and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring any illegal drugs onto the school premises.

For any child who is found to have brought to school any type of illegal substances the consequence will be suspension or permanent exclusion. The child will be re-admitted to the school following the suspension.

A parent/carer of the child must visit the school to discuss the seriousness of the incident with the Principal. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other students for money, the child will be permanently excluded from the school. Bolton CYPS, the police and social services will also be informed.

The Principal monitors the effectiveness of this policy on a regular basis and it is reviewed every year. The policy may be reviewed earlier than this if Government introduces new regulations, or if recommendations are received on how the policy might be improved.

This policy has been reviewed with due regard to the Equality Act 2010 during the Spring Term 2023 and the Directors are aware of its contents.

The UCS Way: Behaviour principles

Rationale

Our values

Our values are:

Professional

Responsible

Loyal

This means that as a UTC we are:

We are:

- Destination focused – we support students to make informed choices about their career pathways after they finish school.
- Professional – we offer a professional work environment with dress codes and behaviour expectations that mimic the workplace of the employers our students are preparing to join.
- Work ready – we help students develop all the skills and attributes required for progression into a productive technical career.
- Engaging with employers – to give students real-life experience of the world of work.

At the UCS, we believe that our values inspire the following key ideas:

1. Every student has the right to learn

2. Teachers have the right to teach

3. Every student has the right to feel safe at school

Therefore, we have distilled our school expectations and rules into 4 important sets of “Behaviour principles”. These are clear, unambiguous and easy to both learn and understand. These are the expectations that we have of our students from the moment they leave their front door in the morning to the moment they get home at night.

1. Behaviour in lessons – Be Professional

Value strapline: “Destination focused – we know where we are going.”

- Show respect to teachers and each other
- Do not shout out or talk when someone else is talking
- Use IPADs only when directed by a member of staff
- Complete all work to the best of your ability

2. Movement around school – Be responsible

Value strapline: “Work ready – to learn the knowledge and skills we need in the future.”

- Take the most direct route to your lesson
- Arrive at your lesson on time
- Walk safely and quietly
- Respect others’ personal space
- Follow staff instructions immediately

3. Taking care of our community – Be loyal

Value strapline: “Professional – we expect the same as employers.”

- Treat all members of our community with respect
- Wear your uniform correctly at all times
- Respect the school environment
- Bring the correct equipment, including charged IPAD, to school
- Mobile phones are not allowed in school

4. Behaviour at break and lunchtimes – Be loyal

Value strapline: “Professional – we expect the same as employers.”

- Sit down on a chair whilst eating in the Bistro
- Use good manners when you order your food or speak to Bistro staff
- Clear up after yourself
- Stay in the allowed areas
- Behave sensibly and safely on the playgrounds

Rewarding achievements

We want to ensure that students work hard and are rewarded for their efforts in a variety of ways. The main way that we will track positive achievements will be through behaviour points awarded by members of staff. Students can be rewarded for any of the following behaviours:

Gold achievement points <i>Life skills and character</i> – worth 2 points	Green achievement points – worth 1 point
Excellent independence	Excellent effort in lessons
Excellent teamwork	Excellent piece of work in lesson
Excellent communication	Excellent piece of homework
Excellent resilience	Excellent contribution to class debate
Excellent problem solving	Excellent verbal answer
Excellent community service	Excellent reasoning
Excellent curiosity/imagination	Excellent research
Excellent enquiry and analysis	Excellent explanation/working out
Excellent creativity and ingenuity	Excellent selection of evidence
Excellent synthesis and presentation skills	Excellent recall of knowledge
Excellent digital skills	Excellent application of knowledge
Excellent emotional intelligence	Excellent practical project/performance
Going above and beyond what is expected	Excellent test/exam result
Showing kindness to others	Excellent persistence
Reflecting critically on what you have done	Excellent self management

Students can also be rewarded for more than one thing during a lesson. Unless a student has been awarded a negative behaviour point, staff should try to award all students at least one Green achievement point per lesson.

Rewards

Parents will be able to see these achievement points on the MCAS application. We would expect parents to discuss their student's achievements with them and reward them appropriately at home. Students can also be rewarded by their class teachers with:

- Positive phone call home
- Positive email home
- Reward postcard
- Weekly Vice-Principal award
- Weekly Principal award
- Half termly reward trips

Further details in the reward policy

Negative behaviours and sanctions

Sometimes, students will fall below our expectations by not following the clear behaviour principles. Such breaches of the Behaviour policy will be recorded in the following way:

<p>Disruptive behaviour warning 1: Student reminded of behaviour norm. This is the first opportunity to correct the behaviour.</p> <ul style="list-style-type: none">• Staff use Psychology informed flowchart to correct the behaviour – DB1• It is not recorded on Bromcom.
<p>Disruptive behaviour warning 2: Final reminder of behaviour norm. This is the last opportunity to correct the behaviour before a sanction is issued.</p> <ul style="list-style-type: none">• Staff use Psychology informed flowchart to correct the behaviour – DB2• Child is moved seat within the classroom• The specific negative behaviour is recorded on Bromcom.
<p>Disruptive behaviour sanction 3: A centralised consequence is issued for the end of the school day. No notice is required but parents/carers will be informed via telephone/text. Centralised Consequences take place every day.</p> <ul style="list-style-type: none">• Staff use Psychology informed flowchart to correct the behaviour – DB3• Child is asked to wait outside for no more than 2 minutes• Staff use Psychology informed flowchart to inform the student of the Centralised Consequence – the child must be told by the teacher prior to returning to the room.• The specific behaviour is recorded on Bromcom. In the “Outcome” box, select “DB3”. This will automatically trigger the Centralised Consequence 1.
<p>Disruptive behaviour sanction 4: Removal from learning</p> <ul style="list-style-type: none">• Staff use Psychology informed flowchart to correct the behaviour – DB4• Child is told to go to the Faculty remove room. They must take their work and make their way to the room specified on the rota.• If a child refuses to go to the remove room, staff use the email system to request support from pastoral support.• SLT/Pastoral staff escort student to an identified staff member within the faculty and the student will continue to work there.• The specific behaviour is recorded on Bromcom. If a Centralised Consequence has already been awarded because of a DB3, then do not add another one. If the child has had to be removed from learning prior to a DB3 being issued that record the behaviour on Bromcom. In the “Outcome” box, select “DB4”. This will automatically trigger the Centralised Consequence 1.

Reasonable adjustments for Special Educational Needs

The UCS is an inclusive school and recognises the need for reasonable adjustments to the way that staff approach behaviour management in relation to students with Special Educational Needs. Students with SEND often find it more difficult to regulate their emotions and behaviours due to their area of need. However, we recognise that a calm and orderly environment actively supports students with SEND allowing them to focus on their learning. Staff at the UCS will approach behaviour management with due regard to the “*SEND code of practice: 2015*”. Staff will also be made aware of their obligations under the

“Equality Act 2010” and the “Children and Families act 2014”. We recognise that a “one size fits all” approach is neither effective or desirable.

Accordingly, UCS staff will make reasonable adjustments when applying this behaviour policy. In particular, staff should make reasonable adjustments to try to anticipate any triggers for dysregulated behaviour. These could include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Disruptive behaviours

Inadequate equipment for each lesson (book, pen, pencil, ruler, iPad, PE kit)	Chewing/eating in class
Arriving late to a lesson	Head on desk/slumped on chair
Littering in the classroom or around the school	Walking off from a member of staff
Calling out	Refusal to follow instructions from staff
Lack of effort in the classroom	Failure to speak to staff with respect
Lack of pride in work	Answering back
Talking over the teacher	Failure to behave sensibly around the school (such as pushing or horseplay)
Having a mobile phone visible or audible in school	Using headphones/Bluetooth speakers
Failure to comply with the uniform code	Name calling
Inappropriate use of iPad	Inappropriate use of ICT equipment

Red line behaviour

These behaviours will result in a serious sanction. The sanction will be one of the following:

- 1 hour Centralised Consequence
- Internal suspension
- Partner school inclusion
- Suspension
- Permanent exclusion

The length of these sanctions will be determined by the Principal. When the Principal is not in the building then the Vice-Principal has delegated authority to impose such sanctions.

Red line behaviours
Fighting, physically aggressive or threatening behaviour
Verbal abuse of staff
Having a weapon, alcohol, cigarettes/e-cigarettes, drugs or other banned substances in school
Bullying – including verbal, physical or cyber
Sexually harmful behaviour
Racist, homophobic, LGBT+ , sexist, misogynistic or any other form of discriminatory acts contrary to the Equality Act 2010
Damaging school equipment/property or graffiti
Theft or bringing in stolen items into school
Truancy from lessons
Failure to attend a centralised consequence
Cheating in exams/assessments

Centralised Consequences

If a student is issued with either a DB3 Sanction or DB4 Removal by any teacher, then they will serve a 30 minute detention that evening. These detentions are called Centralised Consequences. **Parental consent is not needed for detentions.**

Staff Protocols

Staff should:

- Add the relevant behaviour in the “Event” section on the child’s behaviour page on Bromcom.
- Select either “DB3” or “DB4” in the “Outcome” section on the child’s behaviour page on Bromcom.
- Bromcom will automatically allocate the student to a Centralised Consequence 1.
- During the Centralised Consequence on that day, ensure that you attend the Centralised Consequence briefly to have a reset conversation with the child
- If you are on the rota to supervise that Centralised Consequence then make sure that you turn up to C55 on time.
- SLT will take the Centralised Consequence register. Any students that do not turn up will be escalated on the system which will automatically issue a CC2.

Students should come to the Centralised Consequence room where they will be registered and supervised during the consequence. Should a student fail to turn up to their centralised consequence then they will complete a 1 hour consequence the following evening. They will be escorted by pastoral staff from their lessons to the consequence.

Parental consent is not needed for detentions but we will text parents to let them know of their child’s centralised consequence. Should a child fail to turn up for their 1 hour centralised consequence then they will be internally suspended for 1 day.

Centralised consequences will be supervised by teaching staff on a rota basis. It is expected that classroom teachers who have issued the centralised consequence will have a restorative conversation with the student during the Centralised Consequence.

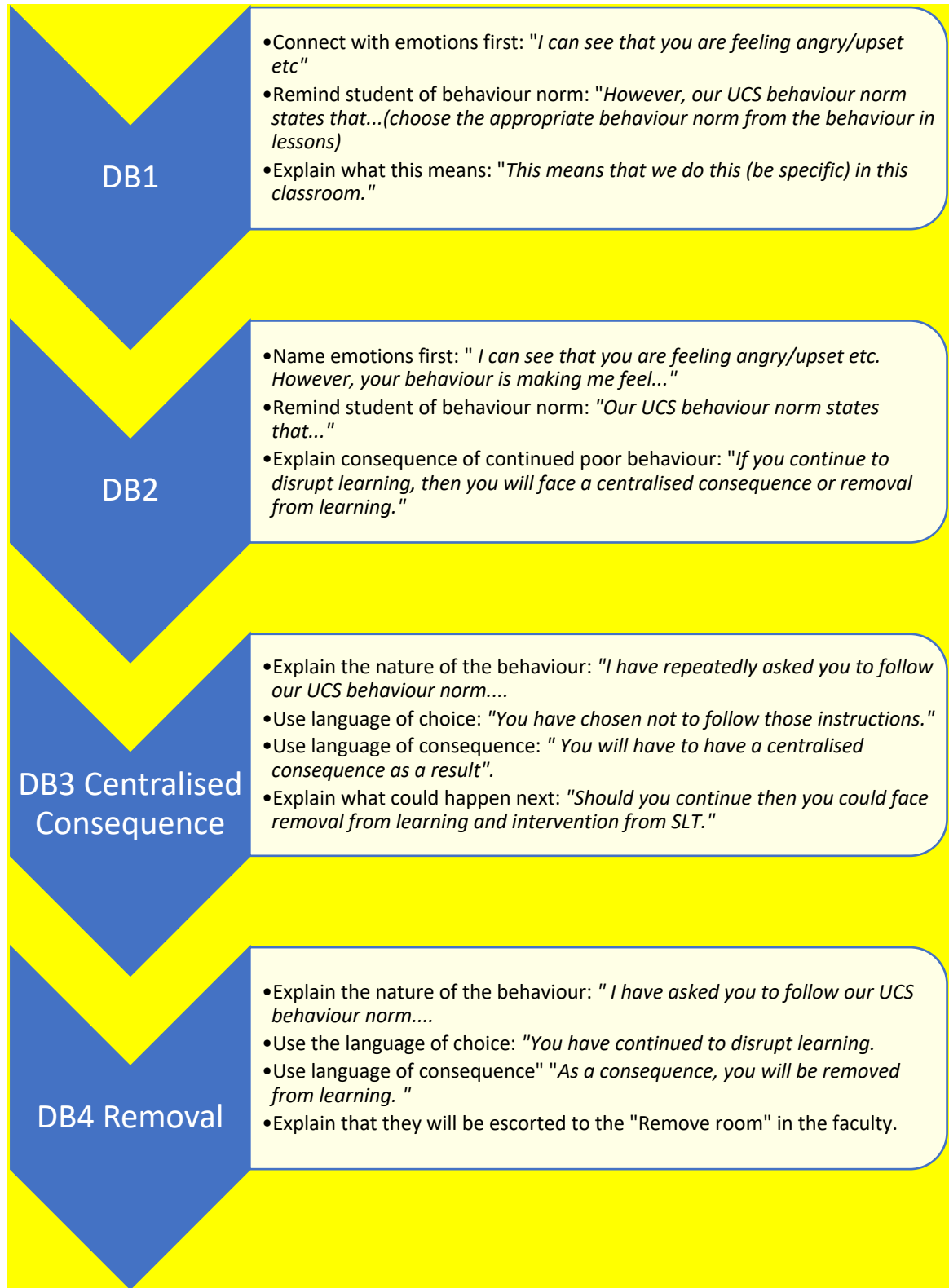
Community Service

One of our behaviour principles is to **Take care of our community**. Therefore, one of the consequences that may be used by staff is to ensure that students do some community service. This may involve tidying up, litter picking or any other work that will benefit the UCS community.

Partner school inclusion

Following a serious incident or a pattern of persistent disruptive behaviour, a student may be placed in the Inclusion unit of another school to serve their consequence. This can be for a range of days. Students who are placed in another school due to their behaviour are expected to turn up to the named school in full UCS uniform and complete their work to the best of their ability.

Psychology informed Behaviour flow chart for lessons



Restraint Policy

At Bolton UCS school we believe that physical restraint is the very last resort and should only be used when there is immediate danger of someone being hurt. We accept Bolton LA's advice that all discipline policies contain a section on restraint.

The forms of restraint that may be used are designed never to purposely hurt a child, but to take the child away from the incident and to give them time to calm down.

WESS training (Team Teach) on restraint is in place for staff so that they are aware of the types of restraint that can be used and in what circumstances.

Principles

- The right of all students, members of staff, volunteers and visitors of a school to be protected from harm and acts of verbal abuse, violence and assault.
- That reasonable force will always be used as the last resort when other behavioural management strategies have failed or when students or staff are at risk.
- That physical intervention will be kept to a minimum to achieve the desired result.

Authorised Staff

- All teaching staff at our schools are authorised (within the context of this policy and the legal position indicated) to use reasonable force to control or restrain students.
- At schools within QUEST all paid Teaching Assistants and Admin Staff are authorised to use restraint.

Reasonable Force

Three considerations will be applied in determining whether the use of physical force is reasonable.

- If the circumstances of the particular incident warrant it in relation to the situations outlined in the paragraph below.
- If the degree of force is in proportion to the circumstances of the incident and the minimum to achieve the desired result.
- The degree of force used is in proportion with the physical size / age of the student upon which the force is employed.

Situations in which the use of reasonable force may be appropriate

Members of staff, indicated above, are authorised to use such force as is reasonable to prevent a student from doing or continuing to do any of the following:

- (i) committing a criminal offence (including behaving in a way that would be an offence if the student was not under the age of criminal responsibility);
- (ii) injuring themselves or others (including members of staff);
- (iii) causing damage to property (including the student's own property);
- (iv) Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether that behaviour occurs in classroom during a teaching session or elsewhere.

Recording Incidents

- Immediately following an incident, the member of staff will inform the Principal or other senior member of staff and provide a written report, as soon as is reasonably practicable afterwards.
- The school will keep up-to-date records of all such incidents where physical force is used.

- Following any incident the staff member will be given time to write up the report. This should be recorded in the behaviour section of Bromcom.
- A record should be kept, monitored and evaluated of the students where restraint (Team Teach) is used. This is kept in the behaviour section of Bromcom.

Parental Involvement

- A summary statement of the school's policy on the use of reasonable force will be included with any information the school gives parents/carers about the school's policy on behaviour management.
- Parents/carers of a student involved in an incident in which physical force has been used to restrain or control a student, will be informed by the Principal or senior member of staff. Where appropriate, the parents/carers will also be requested or given the opportunity to discuss further the incident and issues relating to it.
- All allegations and complaints by students and/or parents/carers of the inappropriate use of physical force will be investigated openly and thoroughly in accordance with the school's procedures for dealing with allegations of professional abuse.

Examples of situations where physical restraint may be used:

- A student assaults a member of staff or another student
- Students are fighting
- A student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A student is running in a corridor or on a stairway in a way in which he or she might be likely to cause an accident, injure him or herself or others
- A student absconds from a class or tries to leave school (NB this will only apply if a student could be at risk if not kept in the classroom or at school)
- A student is behaving in a way that is seriously disrupting a lesson and persistently refuses to obey an order to leave the classroom.

Types of physical force that may be appropriate

- Physically interposing between students
- Blocking a student's path
- Holding
- Pushing
- Pulling
- Leading a student by the hand or arm
- Shepherding a student away by placing a hand in the centre of the back
- In extreme circumstances (e.g. where there is an immediate risk of injury) using more restrictive holds that are consistent with the concept of reasonable force.

Appendix 3

Searching, screening and confiscation

The school will follow the DfE guidance on searching, screening and confiscation Sept 2022.

Searching

The Headteacher and members of the SLT and Pastoral team have the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence, or
 - To cause personal injury to, or damage to property of, any person (including the pupil).
- Any article specified in the regulations
- Tobacco and cigarette papers
- Fireworks
- Pornographic images.

The school deems the following to be articles specified in the regulations:

- Vapes, liquids or any other vaping paraphernalia
- Legal highs
- Energy drinks
- Bluetooth speakers

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

If a student refuses to cooperate:

In this case, the authorised member of staff should first consider why this is, and act proportionally. It may be that the pupil:

- Is in possession of a prohibited or banned item
- Doesn't understand the instructions or what a search will involve
- Has had a previous distressing experience of being searched

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy. This may mean Centralised Consequence, internal suspension or, in extreme cases, suspension.

If the authorised member of staff has considered all the factors and still considers the search to be necessary and a proportionate response, they may use reasonable force to search for any prohibited items identified earlier in the policy. They will not use reasonable force to

search for items which have been defined as articles in the school rules. Guidance on the use of reasonable force in school will always be followed.

The law states that the member of staff carrying out the search must be of the same sex as the pupil being searched and that there must be another member of staff present as witness to the search. The only exception to this is if the member of staff believes there is a risk of serious harm to a person if the search is not carried out immediately.

Searching clothes

Searches should be carried out in an appropriate location that offers privacy from other pupils. The dignity of the child is to be maintained at all times. Authorised staff can search a student's pockets and require the pupil to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes gloves, scarves and shoes.

Be sensitive to whether a pupil is wearing outer clothing for religious reasons when you conduct a search. For example, we would never require a female pupil to remove a headscarf she's wearing for religious reasons if the witness is male.

Searches will be recorded on Bromcom and will include the following information:

- The date, time and location of search
- Name of the pupil
- Who conducted search and who was witness
- What was being searched for and why
- What items were found
- Any actions taken as a result.

Parents will be informed of any search for prohibited items.

Only Police can conduct a strip search

School staff are not allowed to carry out strip searches, including the Principal and authorised staff. The decision to carry out a strip search is entirely a Police decision that we would expect to take place on Police premises

The Police cannot overrule UCS's safeguarding duty, for example by requesting that the appropriate adult leave the room when they talk to the pupil

Screening

Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan pupils for weapons before then enter the school premises. Parents will be informed if the school decides to use any screening arrangement.

Confiscation

Staff can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils
- Is prohibited, or identified in the school rules (including mobile phones)
- Is evidence in relation to an offence.

The school has the general power to discipline which enables staff to confiscate, retain or dispose of a pupil's property as disciplinary penalty, where reasonable to do so.

Behaviour flow chart for lessons

