

Scarborough UTC Conduct for Learning Policy

Contents

Statement of intent

1. [Our Values](#)
2. [Teaching and Learning](#)
3. [Rights and Responsibilities](#)
4. [The College's Professional Values and Employability Skills](#)
5. [Department for Education Guidance \(Updated January 2016\)](#)
6. [New Media \(such as mobile phones, iWatch, internet sites and chat rooms\)](#)
7. [Abuse or intimidation of staff outside College](#)
8. [Rewards and Sanctions](#)
9. [Taking account of Individual students' needs \(SEND, vulnerability, race, religion, culture and all protected groups under the Equality Act 2010\)](#)
10. [Racial Harassment and Bullying](#)
11. [Confiscation](#)
12. [Powers to search \(DfE guidance 2016: Searching, Screening and Confiscation\)](#)
13. [Detentions](#)
14. [Support systems for adults](#)
15. [Expectations for positive behaviour off the College site \(during weekends, holidays or on educational visits if identified as Scarborough UTC students\)](#)
16. [Allegations against staff](#)
17. [Monitoring and Evaluation](#)
18. [CCTV](#)
19. [Power to use reasonable force](#)
20. [Monitoring and review](#)

Appendices

1. Rules and sanctions
2. Examples of sanctions for serious incidents – for use as a guide in conjunction with professional judgement
3. Stage process explained
4. Recognition of achievement of Scarborough UTC Professional Values and Employability Skills

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- February 2024' 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)
- Preventing and tackling bullying 2017
- Children and Families Act 2014
- Keeping children safe in Education 2024
- Working together to safeguard Children and families 2023

Signed by:

_____ Principal

Date: _____

_____ Chair of Local 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. Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. Culture should ensure students can learn in a calm, safe, and supportive environment and protect them from disruption.
- 1.2 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 SUTC Professional Values and Employability Skills.

Therefore, ensuring that our learners have the necessary skills and values to become Academically successful and “Employable”

- 1.3 This policy should be read in conjunction with the Department for Education, ‘Behaviour and discipline in Schools: Advice for Headteachers and School-staff – “February 2024’ relating to best practice on managing behaviour in Schools and Scarborough UTC’s policies, in particular

The Special Educational Needs Policy

The Child Protection 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 communicated in our Professional Values and Employability Skills and learners will be rewarded for demonstrating them in lessons and around the college.
- 2.2 Students who find meeting our conduct expectations more challenging will have the opportunity to benefit from a period of targeted support such as monitoring and behaviour reports, safety plans, risk assessments, specific seating plans, reductions to social time and additional measures to ensure the environment of college is calm, purposeful and safe for all students.

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 All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- 3.3 All staff should be aware of the measures outlined in the school's conduct for learning policy and how they should implement these measures - this is one of the key systems in place in schools which supports safeguarding.
- 3.4 It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance in Part 1 of Keeping children safe in education (KCSIE 2024).

3.5 College: Right and Responsibilities

- To make clear the college's statutory power to discipline students and that student 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 ensure student behaviour does not normally disrupt teaching, learning or college routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour.
- 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 agree appropriate protocols with Trust Academies and National attendance for behaviour and persistent absence
- To ensure the College Conduct for Learning policy does not discriminate against any student on the grounds of protected characteristics and that it promotes good relations between different communities
- To ensure that measures are in place and both general and targeted interventions are used to improve student behaviour. (monitoring report, safety plans and on-site risk assessments)
- 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' excellent 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 suspended 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 - Professional Values and Employability Skills - 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, where necessary, supporting them in meeting their parental responsibilities

- To work with other agencies to promote community cohesion and safety

3.6 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 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 e-cigs, cigarettes or other tobacco products, alcohol, weapons, knives, illegal drugs or those drugs known as legal highs, stolen items, fireworks or pornography (this list is not exhaustive)
- 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 Programs, Student Reports or Parenting Contracts, and Student risk assessments and safety plans.

3.7 Parents: Rights and Responsibilities

- To be kept informed about their child's progress, including issues relating to their conduct- via MCAS App
- To expect their children to be safe, secure and respectful in College
- 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 follow the college attendance policy and ensure attendance calls are made for each absence
- To inform college of changes of circumstance such as; Medical, changes in family arrangements and address or contact details etc
- To support the requirement for students to complete independent “home study”
- To support the college process of behaviour consequences, sanctions e.g.: detentions, isolations, suspensions, safety and risk assessments and further agency involvement
- To ensure College staff are aware of any SEND related or other personal factors which may result in their child displaying behaviour 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 relating to their child’s conduct
- If their child is suspended from the College, to ensure the child is not found in a public place during College hours in the first five days of suspension and, if invited, to attend a reintegration interview with the College at the end of a suspension
- To refrain from using any abusive language or verbal or physical aggression to College staff
- To have any complaint they make about their child being bullied taken seriously by the College and investigated
- To appeal to the Principal/Governors, using the correct complaints procedure, if they believe the College has exercised its disciplinary

authority unreasonably

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 February 2024)

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 and support staff. 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 conduct for learning policy
- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case
- Confiscation of devices for fixed periods are a reasonable sanction and can be used to determine safety in the College
- 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 defense 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 where this is deemed appropriate

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, smart watches, 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.

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:

- Students are expected to follow College expectations and conduct themselves appropriately. Following expectations it will be recognised as PVES points. These are recorded and communicated to parents using the MCAS App
- 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 encouraging 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 PVES rewards system.

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

- Praise statements
- Written praise in the marking of work
- Displaying of work to build self-esteem (**PROUD**)
- Deployment of responsibilities e.g. help at events
- Referral to Tutor, Directors of Subject, Pastoral Managers, SLT, Principal, Governors
- Contact with parents/Carers through communication of PVES points/phone call/letter or email.
- Celebration Assemblies
- Young Professional Certificates
- Professional Values and Employability Skills points
- Certificates, privileges, Principal's Celebration events
- Representation for College and Representation at student senate

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
- 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
- Follow instructions – first time and every time
- Get out reading books and correct equipment and place these on the desk
- Follow instructions and start the DRILL 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 very 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
- Complete independent home study as expected

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.

Lesson Transitions

Students move from lesson to lesson in silence and walking on the left. Movement should be shortest route possible and students are required to line up in silence.

Locker access is before college, break, the first 10 minutes of Lunch time and after dismissal at 4pm.

Examples of lack of compliance may include the following (not exhaustive):

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 Scarborough UTC 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- A reminder is a warning to follow instructions and engage positively with learning.

- 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.

Removal system

Stage 3 student removal.

Should behaviour escalate, it may be necessary to remove a child from a room, allowing them to reset and others to learn. Staff email the remove email or seek alternative assistance- such as alert reception. Remove staff remove the student from the room, the student is isolated for the remainder of the lesson in a KS5 lesson, subject director or appropriate lesson. They will then receive a 20-minute Lunchtime detention, automatically generated via the MCAS app, combined with an informative comment. Where this is a pattern of repeating behaviour a telephone call and or email home by either subject teacher and/or Director of Subject will take place.

Stages are cumulative and repeated stages 1,2 and 3 are monitored daily. Consequences are set for repeated stages and behaviour patterns are assessed. Interventions and consequences are set fairly and in accordance with context and severity.

Recording

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

Students placed on behavioural and monitoring 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, Wednesday, Thursday 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 will result in isolation.

Isolation

Isolation support 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 or suspension.

At any point the Pastoral Team may recommend Learning Support and SENCO referrals or interventions. If the student is on the SEND register or has EHCP provision different

strategies and/or student timetable are likely 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 (Protected Characteristics) 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 email or contact reception.

Reception will contact a senior member of staff.

Staff on REMOVE will remove the student from the classroom.

Further action using one of the sanctions set out in APPENDIX 2.

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 racial 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.

- 10.2 All incidents of negative behaviour relating to protected characteristics are required to be logged on CPOMS using the appropriate criteria.

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:

- A device is being used in college to make communications; a device not stored in the student's locker
- Any electronic device on request
- All jewellery items
- An item poses a threat to others; for example any item or device 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 using a device to contact home or keeping a device on their person
- An item is against College business dress rules; for example a student refuses to take off a coat on entering college reception;
- An item poses a health and safety threat or; for example a student wearing earrings or body piercings may present a safety threat to other students in practical lessons; selling drinks and confectionery; wearing nail and eye lash extensions.
- 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 and confectionery

- All objects used to cause disruption
 - Soft drinks/ sports drinks/ energy drinks
- 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 each following offence is – parent collection only
 - Online devices used with the intent to cause harm
 - All electronic/ online devices, such as a smart watch
 - Incorrect business dress items (see Business Dress Policy)- Jewellery or Watch
 - Devices containing harmful communications or on- line material – Referral to Police
 - Cigarettes and associated items and e-cigarettes; parent pick up only

Selected 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, cigarettes (including e- cigarettes) or other tobacco and cigarette paper, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. (DFE Searching, Screening and Confiscation Advice for schools 2022)

12.2 If the designated safeguarding lead finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping children safe in education).

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
- DSL, SENCO, pastoral and support team

Screening for banned items using the scanner is the preferred method of search.

Routine screening takes place using a metal detector (airport scanner) when students attend the toilet to ensure that students do not use electronic vapes or any metallic implements.

Routine scanning is in place for safety plans and risk assessments and where a risk assessment supports an EHCP to ensure safety.

Two adults should be present when a further search takes place (where possible- a male and female).

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

12.4 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.

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

- If the time permits -inform parents via telephone call or MCAS email to inform the student's parent that an item has been confiscated.
- for items of obvious value or illegal nature, place the item in an appropriate secure storage place - 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

- 12.6 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 isolation or suspension will be considered. This type of incident may 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 we believe that the sanction of detention must be:
- reasonable in the light of the seriousness of the misconduct (stage 1,2,3)
 - 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
- 13.3 Notifying for after college detention (where used), will take place by using any of the following methods, if possible:
- an e-mail
 - text notification
- 13.4 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. Parents will see these on the MCAS app.
- 13.5 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 and a further detention and consequence added.
- Make it clear to other students present that the student has made choices and will be held to account for those choices
- Mark the student absent and the detention will be recorded as a missed detention, and this will be reset. Isolation may result as a further consequence.

13.6 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.
- (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.

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 CPD 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 record incidents on CPOMS/ BROMCOM refer the issue in the first instance to SLT.

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 the 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 to identify 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
- Pastoral reviews to identify students most at risk, included as part of any regular academic progress reviews:
- 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 or concern
- Referrals for specialist advice from agencies linked to the College, such as the Educational Psychologists, social care, NYC support services

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 daily conduct on College transport and 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 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 Community 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' to safeguard children (December 2023).
- 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).

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 Senate), 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 regularly on a 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 on CPOMS.

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 November 2025.

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.</p> <p>e.g. wearing trainers/boots/etc. no shoes, no tie.</p> <p>No Jewellery, watches or smart watches are permitted</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"> 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. 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’. 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.
Jewellery	<p>No jewellery to be worn</p> <p>No watches to be worn</p>	<p>Student removes the item.</p> <p>First Breach</p> <p>Student hands in the items to reception for envelope storage and collection at the end of day.</p> <p>For a second breach - parents will have to collect items.</p>

Mobile and online enabled devices	Mobile phones MUST be switched off and stored in lockers. Any use -in line with the 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 second offence parent collection. A risk assessment may be introduced for serious breaches, see the Mobile Phone Policy
Earphones Etc.	Not allowed on the College site	<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	<p>Students must arrive to every lesson and Tutor Time with their basic equipment of a Black pen, Green pen pencil, and ruler and calculator</p> <p>Reading Book</p> <p>Equipment should be on the desk at the start of <u>EVERY</u> lesson and Tutor time.</p>	<p>Students without equipment – Stage 1</p> <p>Repeated offenses will involve discussions with home and college will endeavor to support parents with financial hardship to ensure they have all they need.</p>
Corridor conduct	<p>Students are required to walk on the left in silence when moving from lesson to lesson.</p> <p>Students may visit lockers before the college day, at break and the first ten minutes of lunchtime</p> <p>At lunchtime and breaktime, behaviour should still remain calm</p>	<p>A warning is given as a reminder</p> <p>Repeated breaches will be sanctioned using stages</p>

	<p>and professional, students should either be</p> <p>A) Sat eating and chatting</p> <p>B) Outside</p> <p>C) In the quiet room.</p>	
<p>Professional Manners</p>	<p>Students are expected to be Supportive, United, Tolerant and Community minded</p> <p>This achieved through:</p> <p>First time, every time</p> <p>Being kind in all actions</p> <p>Understanding and protecting the protected characteristics.</p>	<p>A warning is given as a reminder</p> <p>Repeated breaches will be sanctioned using stages</p>

Appendix 2: Examples of sanctions for serious incidents – for use as a guide in conjunction with professional judgement

The following may be used as guidance and is not exhaustive.

<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"> 1. Contact with home 2. Referral to Isolation 3. Suspension
<p>Misuse of Fire Alarm 1st Offence</p> <p>2nd Offence</p>	<p>Referral to NY Fire and Safety and/or Police Panel. Possible permanent exclusion.</p>
<p>Community Issues</p> <p>1st Offence</p> <p>2nd 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 suspension or permanent exclusion.</p>
<p>Fighting (equal involvement) 1st Offence</p> <p>2nd Offence</p> <p>3rd Offence</p>	<p>Parental contact. Suspension 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>Suspension. Parental meeting. Isolation plus break and lunchtimes.</p> <p>Suspension or Permanent exclusion. Parental interview with SLT link and Police Panel involvement.</p>

<p>Assault of another student</p>	<p>Based on the circumstances and resultant incident:</p> <p>Suspension or Permanent exclusion. Referral to NY Police 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 1st offence if deemed necessary. Refer to Principal for possible Governors’ Disciplinary Panel.</p> <p>Alternate arrangements considered.</p>
<p>Threatening, aggressive behaviour/inciting such behaviour</p> <p>1st Offence 2nd 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. Suspension or Permanent 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. Suspension. Re-admission with SLT.</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 And/or Police Panel referral</p> <p>And/or Suspension/isolation/Behaviour Placement</p> <p>*The College will always attempt to recoup losses by invoicing parent(s)/guardian(s).</p>

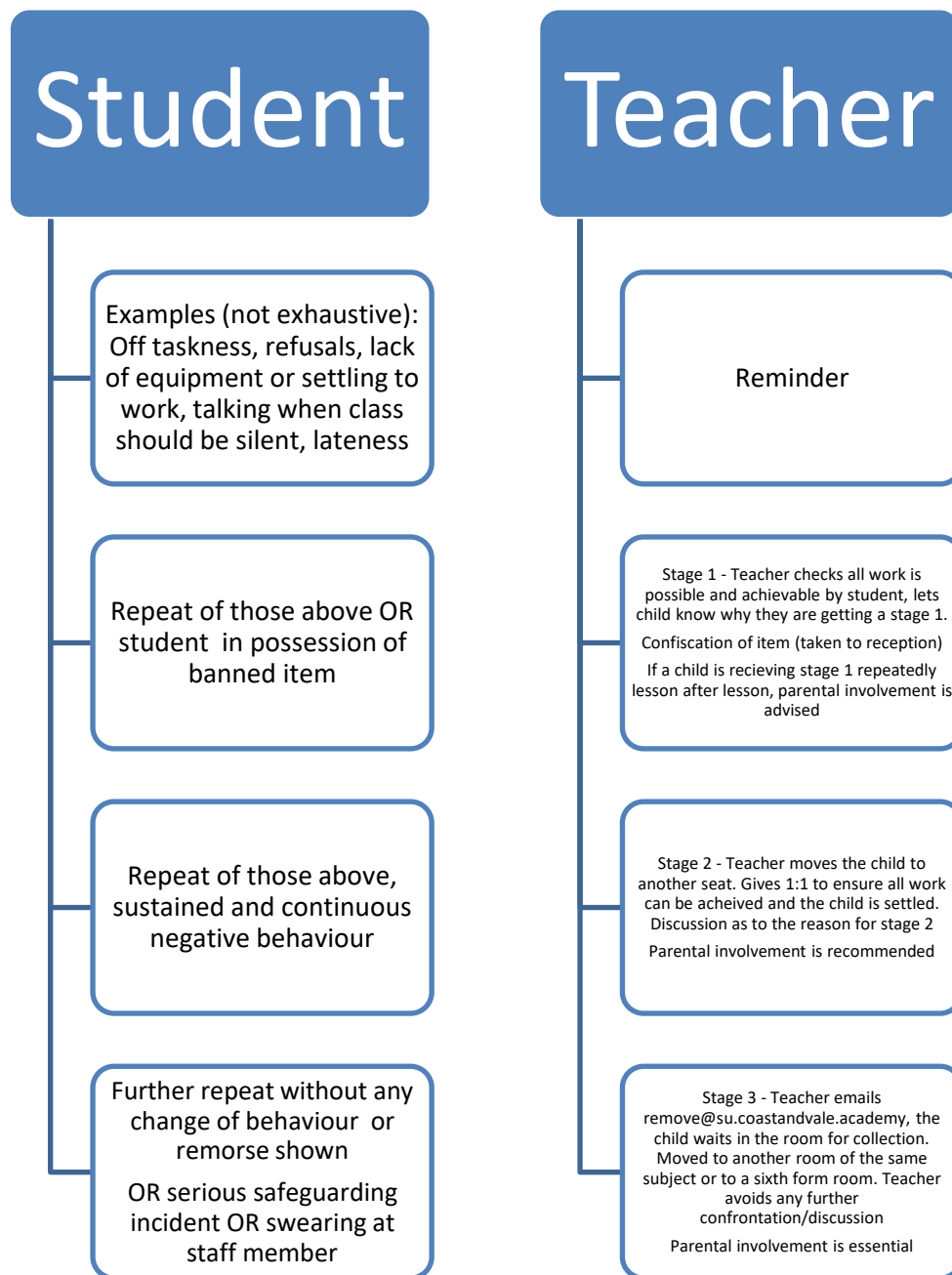
<p>Verbal Abuse to Staff (Direct swearing at staff or racism, student may be suspended (at first offence))</p> <p>1st Offence</p>	<p>This type of behaviour will have varying degrees of severity. It may be more appropriate for more severe sanctions earlier. Any racism or direct swearing will lead to Suspension.</p> <p>Isolation/ Suspension. RJ if needed.</p> <p>Isolation/Behaviour Placement. Parental meeting with Pastoral Manager. Police Panel referral.</p> <p>Suspension. Re-admission with SLT</p>
<p>Truancy</p> <p>1st Offence</p> <p>2nd Offence</p>	<p>Parental contact. Formal detention to make up time missed.</p> <p>Isolation/Monitoring report. Parental meeting with Pastoral Manager.</p> <p>Isolation /SLT report. Parental meeting with SLT</p>
<p>Theft</p> <p>1st Offence</p> <p>2nd Offence</p>	<p>Isolation/Exclusion. Parental meeting. Police Panel referral.</p> <p>Isolation /Exclusion. Parental meeting with SLT & Police Panel. Referral to Principal for Governors' Disciplinary Panel.</p>

The Principal retains the right to administer discipline to all students in the College based upon reasonable suspicion, 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.

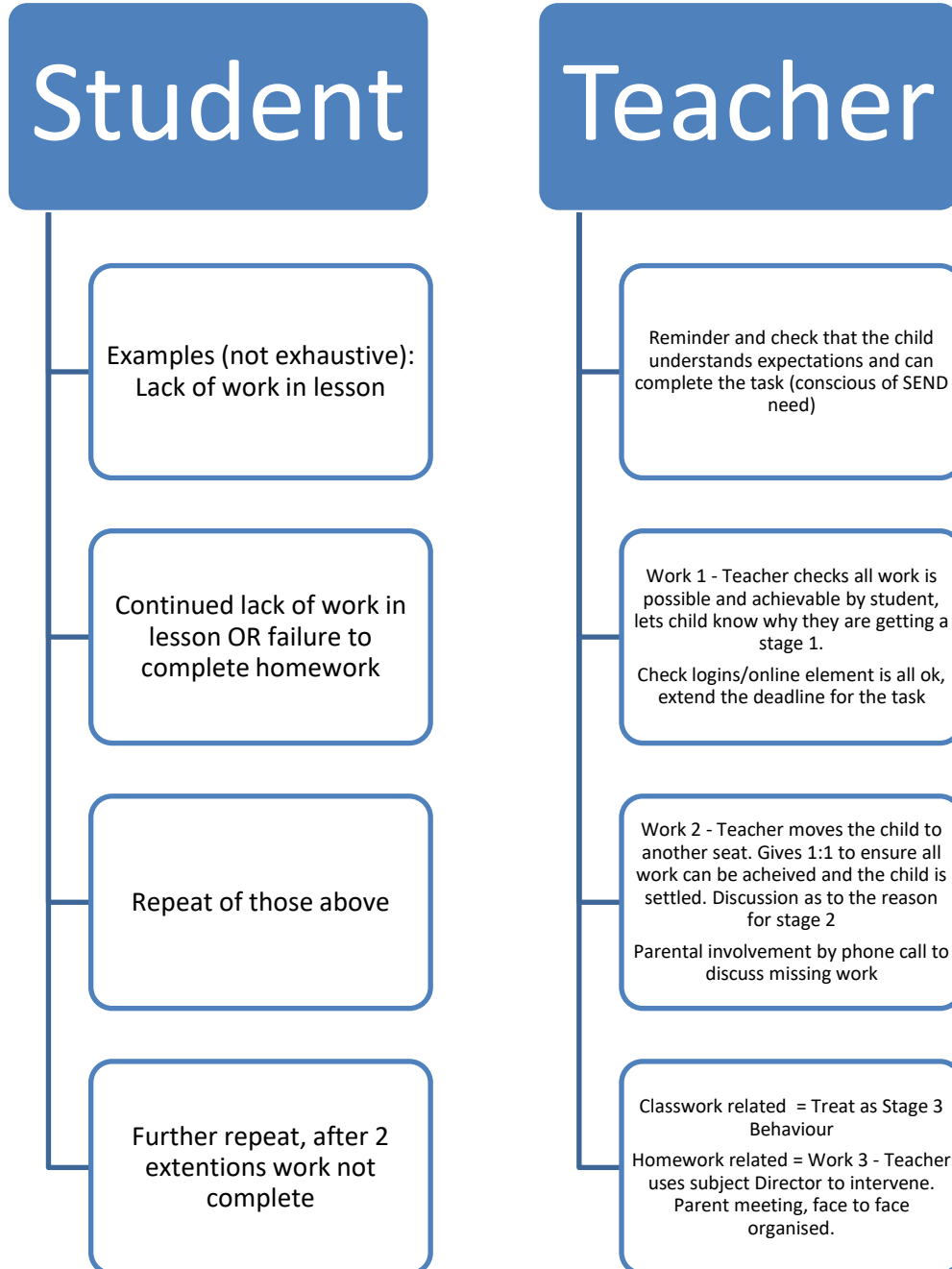
Appendix 3 – Stage Process

BEHAVIOUR RELATED INCIDENTS



At all times the aim is to de-escalate and keep the child in the room learning, ensuring barriers to learning are removed. Reaching multiple stage 1's or 2's in a week will have follow up sanctions in the form of detention. Stage 3's are closely monitored, and more significant interventions are taken on a case by case basis, minimum sanction is a 20 minute lunchtime detention. Staff will record the highest sanction reached each lesson, so a stage 3 shown, will automatically indicate the child reached stage 1 and 2 before this. Parental involvement is best face to face, but where this is not possible a phone call or email should be used in addition to the Bromcom log. At stage 3 level organisation of a restorative meeting is required between the teacher, the Director/Pastoral Team and the child.

STUDY RELATED INCIDENTS



Appendix 4: Recognition of achievement of Scarborough UTC Professional Values and Employability Skills

AWARDS	CRITERIA	AWARDED BY	AWARDED WHEN	AWARDED WHERE	TYPE OF AWARD
Young Professional	Identified by teacher for excellent work and conduct	Subject Teachers	Assemblies Rewards Assemblies	Certificate PVES points	Entry into half-termly awards assembly draw
KIND AWARD	Identified by teacher for excellent work and conduct	Subject teachers	Daily – lesson by lesson	Spinning wheel	Vouchers/ sweets/ lunch pass etc.
Rewards Attendance 100% per week	10 PVES	Vice Principal	When achieved	Half- termly awards assembly	Voucher
Rewards Zero negatives	10PVES	Vice Principal	When achieved	Half- termly awards assembly	Voucher
Rewards Half Term PVES	Points totals	Vice Principal	When achieved	Half- termly awards assembly	Voucher

Termly attendance award	100% attendance in a term Attendance + 95, +98, 100	Pastoral Manager	Termly	Half termly awards assembly	£5 voucher and post card home
Most improved attendance award PA to above 90 +	Following intervention, students percentage improvement each term	Pastoral Manager	Termly	Half-termly awards assembly	Postcard home PVES Points