



Behaviour Management Policy

Key staff members:	All staff
Responsible body:	Project Steering Group/Local Governing Body
Adopted:	June 2017
Last reviewed:	n/a
Next review:	June 2018

1. Introduction

At Mulberry UTC, we offer a high quality education which provides a stimulating and successful learning environment. This Behaviour Management Policy seeks to create an environment in which successful learning can take place. Such an environment needs to provide safety, security and mutual respect for individuals within the school community. We believe that students have the right to learn and staff the right to work effectively whether as teachers or as support staff.

At Mulberry UTC, we believe that we all have a responsibility for implementing this behaviour policy consistently and fairly in the classroom and around the school. Only then will we successfully achieve an atmosphere of cooperation and respect conducive to the development of a creative learning environment.

2. Philosophy

- i. This Behaviour Management policy draws on the policy which is currently in place at Mulberry School for Girls, which was drawn up by a group of teaching staff in consultation with students, support staff, parents/carers and governors. We encourage the involvement of all students, staff, parents or carers and governors in ensuring our standards are accepted and maintained.
- ii. The Behaviour Management Policy, which includes separate behaviour plans for Key Stage 4 and Key Stage 5 (including rules, rewards and consequences), provides clarity for students and staff so that the system and its procedures may be consistently applied. As such, students experience staff as implementing strategies fairly, whilst staff are able to support each other within and across departments.
- iii. Mulberry UTC believes that positive behaviour needs to be taught. We have a stepped approach to discipline, taken from the Assertive Discipline model, in which students are rewarded for making positive choices to follow school and classroom rules.
- iv. We encourage students to develop self-awareness and self-discipline by making informed choices in taking responsibility for their own actions. The Behaviour Management Policy provides students and

staff with a framework for such decision-making. Using a system of clearly taught rules, supported by a positive reward system and a hierarchy of consequences, students are encouraged to reflect on their behaviour and to take responsibility for the choices they make.

- v. We aim to develop student self-awareness through the curriculum, including preparation to be successful citizens and decision makers via Year Committees and the School Council. The Behaviour Management Policy supports the Anti -Bullying Policy and has evolved through PSHEE and Citizenship lessons at Mulberry School for Girls.
- vi. We believe that behaviour management is related to a well-structured curriculum and to high quality teaching. If the curriculum is appropriate and taught well, the potential for disruption and conflict is reduced.

3. Principles

- We aim to create a stimulating environment in which students and staff feel secure and within which successful teaching and learning can take place
- Everyone at Mulberry UTC is of equal value, whatever their race, gender, class, disability, learning need, life- style, sexual orientation, age or religion
- We encourage students to develop self-confidence and an understanding of and respect for others
- The policy includes a classroom behaviour plan / code of conduct which provides clarity for students and staff so that the system may be applied consistently
- There are clearly taught rules, supported by a positive reward system and a hierarchy of consequences
- The policy supports the school's aims to work with all its young women to aspire, to lead and to excel.

4. Rights, Responsibilities and Roles

4.1 Rights:

- Everyone has the right to be taught and to work in a clean and safe environment
- Everyone has the right to be treated with respect and dignity by other students, staff, parents/carers, governors and other people working in school.
- Everyone has the right to express their opinion and have their voice heard whilst paying due regard to other's feelings
- Teaching and non-teaching staff have the right to be able to fulfil their role and to be supported in promoting the achievement and welfare of school students.

4.2 Responsibilities:

- Everyone has responsibility to treat the building and its contents with care and respect
- Everyone has responsibility to treat other members of the school community with respect
- Everyone has a responsibility to enable others to feel physically and emotionally safe at school
- Everyone has a responsibility to listen to others and to respect other's opinions and pay due regard to their feelings.
- Everyone has a responsibility to be prepared to work and to allow other students and staff to work effectively.
- Teaching and non-teaching staff have a responsibility to fulfil their role and to promote the achievement and welfare of UTC students within a safe and supportive environment.

4.3 Roles:

Each member of the school community has a responsibility to fulfil their role appropriately:

- **All Students** must work within the guidelines of the UTC's Behaviour Management Policy, encouraging each other and respecting the contributions that others make in enacting the policy.
- **All Staff** are responsible for consistently implementing the policy in order to support each other in providing clear expectations of students in their care.
- **The Principal** will ensure that procedures are in place to communicate the Behaviour Management Policy, including School Rules and the Key Stage 4 and 5 Behaviour Plans, to staff, students, parents/carers and governors. She will also ensure that strategies are in place which enable standards to be consistently applied throughout the school.
- **The Local Governing Body** will review the policy at regular intervals and will support the staff in the implementation of the policy.
- **The Senior Leadership Team** will monitor the implementation of the Behaviour Management Policy through the line management structure of the school and will support middle leaders in carrying out their responsibilities accordingly. The SENDCO and the Designated Safeguarding Lead will support staff in training and mentoring departments and other teaching staff as needed. Support staff will be trained and guided through their line management structures. This will ensure consistency in the implementation of the Behaviour Management Policy.
- **Middle Leaders** are responsible for appropriate pastoral and curriculum aspects of behaviour management in line with all school procedures. Curriculum leaders will ensure that lesson delivery and schemes of work are stimulating and purposeful and that teachers make regular use of behaviour management strategies in the classroom. Directors of Progress will work with tutors in ensuring there is effective communication with parents/carers on matters of behaviour. Middle leaders will ensure that appropriate referrals are made to form tutors and DoPs, should the behaviour of any student be a cause for concern. These referrals may lead to the involvement of the Special Educational Needs team.
- **The Special Educational Needs and Disabilities team** are responsible for liaising with members of the school community with regard to students on the SEND Register who have emotional, mental, learning, physical or social difficulties which have a longer term impact on their learning.
- **The Inclusion Panel** includes both teaching and non-teaching staff who problem-solve and action plan together, devising Individual Behaviour Management Plans and Pastoral Support Plans for students who may become disaffected or underachieve. The Inclusion Panel is in a position to monitor the effectiveness of the Behaviour Management Policy when analysing strategies devised for supporting students.
- **Teaching Assistants, Learning Mentors and Academic Mentors** have an important role to play in supporting students / students to understand and follow the Behaviour Policy, providing additional mentoring to students as and when necessary.

5. School Rules and Classroom Rules

At Mulberry UTC, we have a set of **School Rules** and **Classroom Rules** which apply to the whole school community, including both Key Stage 4 and Key Stage 5 students. These rules are supported by positive rewards for following the rules, and consequences for choosing not to follow the rules. These form a central part of the Mulberry UTC Behaviour Policy.

SCHOOL RULES

We want Mulberry UTC to have a calm and purposeful atmosphere in which all students feel safe and in which they can achieve and progress to their full potential. These rules will help us to learn and work effectively together.

1. Treat with respect all students and staff, the building and its facilities.
2. Wear correct uniform or dress code at all times.
3. Walk quietly and on the left on stairs and in corridors.
4. Keep hands, feet and negative comments to yourself.
5. Mobile phones and other personal electronic equipment should not be used in school, and must not be seen or heard unless permission has been explicitly given by a member of staff.*
6. Lockers should only be used outside of lesson and registration time.
7. Behave responsibly during lunchtime and on the way to and from school.
8. Listen to instructions from staff and follow them the first time they are given.

*Any Key Stage 4 students found using mobile phones or other personal electronic equipment in school will have them confiscated. Phones and other confiscated equipment will be kept for 7 days and students will not be permitted to collect them before that time has elapsed.

CLASSROOM RULES

We want Mulberry UTC to have a calm and purposeful atmosphere in which all students feel safe and in which they can achieve and progress to their full potential. These rules will help us to learn and work effectively together.

1. Arrive on time with necessary equipment and wearing correct uniform.
2. Listen to the teacher's instructions and follow them the first time they are given.
3. Be respectful to everyone in the class.
4. Do not drink, eat, or chew in class (you may drink water if given permission).
5. Keep hands, feet, and negative comments to yourself.
6. Speak in English unless told to do otherwise.

6. Key Stage 4 Behaviour Plan

All teachers of Key Stage 4 students use a Classroom Behaviour Plan, which is taught to students as part of a teacher's initial lesson to a new group of students. Classrooms rules and routines, rewards for keeping to the

rules and the consequences of choosing to break the rules are then clearly displayed in each classroom. This ensures that both students and staff are clear about classroom rules, routines and expectations. The term 'classroom' refers to all learning spaces within the UTC building, including the theatre and studio theatre as well as specialist media and health rooms.

The plan is made up of four parts: classroom rules; classroom routines; rewards for keeping to the rules; consequences for breaking the rules

i. Classroom rules

Students should be reminded of the whole-school classroom rules, which should be displayed prominently in the classroom so that all students can be reminded of them when necessary. It may be necessary for teachers to introduce additional rules in their teaching area, for example in a science lab or in the theatre. These rules must be made explicit to students and must be displayed in the classroom along with the whole-school classroom rules.

ii. Classroom routines

Teachers must explain to students the routines that they need to observe in the classroom. This should include:

- Students lining up quietly outside the classroom when they arrive.
- Students ensuring all coats and other items of outdoor clothing are removed before entering the classroom.
- Students entering the classroom when instructed to by the teacher.
- Students sitting according to the teacher's seating plan.
- Students starting work immediately on the 'do now' task provided for them.
- Students answering their names when the register is called by the teacher.
- Students listening to the teacher's introduction to the Learning Outcomes.
- Students respecting each other and listening when others are talking.

Additional routines may be necessary in particular classrooms, for example in rooms where students will regularly be using specialist equipment. These routines must be made explicit to students and must be displayed in the classroom so that students can be reminded of them regularly.

iii. Rewards for keeping to the rules

Teachers should explain to students that they will be rewarded for following the rules. Rewards relate specifically to behaviour not to attainment, so that rewarding attainment is kept separate from the rewarding of behaviour. The underpinning belief is that behaviour improves if we reward good behaviour, and that a ratio of about three positives to one negative should apply.

Rewards for keeping to the rules include:

Rewards for Positive Behaviour

- **Verbal praise**
- **Behaviour Commendation**
All subject teachers give commendations every half term to any Key Stage 4 student who has not been given a written warning. Commendations may also be given at other times for excellent behaviour or work.
- **Praise Postcard**
A Praise Postcard can be given to students who consistently follow the behaviour policy, and may either be given directly to the student or sent home to parents.
- **Achievement Points**
Achievement points are awarded for a variety of reasons including good behaviour. They are passed to Directors of Learning using the SIMS electronic system. Three of these lead to a letter of praise from the Principal being sent home to parents.
- **Certificates, pens, rosettes and tokens**
- **Achievement Slips**
Subject leaders also reward achievement in curriculum areas by making use of Achievement Slips, which are presented to students in assemblies.

The class reward system feeds into a whole school reward system. Rewards need to be differentiated so that, for example, students with emotional and behavioural difficulties who may be on the SEN Register may be rewarded more regularly or in a way which is appropriate for their needs.

Attention is given for appropriate behaviour rather than negative behaviour. Rewards may need to be private (depending on the individual needs of the student) and frequent ('catch them being good').

The accumulation of positive rewards from class feeds into the school reward system of certificates and year prizes which are given out at reward assemblies.

iv. Consequences of breaking the rules

Teachers should explain to students the consequences of not following classroom rules, as follows:

Consequences of not following classroom rules

Teachers will use a range of strategies to ensure students are able to follow classroom rules. Before using formal sanctions, teachers should use a range of classroom management strategies to focus or re-engage the individual or group, including positive reinforcement; positive repetition; scanning; circulating; 'moving in'; broken record and classroom routines.

If classroom management strategies fail to affect the individual student's behaviour, the formal hierarchy of consequences begin. This is structured as follows:

Stage 1: Verbal warning

The teacher gives a student a formal reminder that they are breaking a school or classroom rule, by saying 'I am giving you a formal verbal warning' and referring to the rule which is being broken.

Stage 2: Written warning

If the misbehaviour continues, the teacher informs the student that they are being given a written warning and writes this into the student's planner.

Stage 3: Teacher detention

If the misbehaviour continues, the student is given a teacher detention (20 minutes), to be written in student's planner, and/or a **Behaviour Point** using SIMS

Stage 4: 'Severe clause' – referral out of class into whole-school hierarchy of consequences

See explanation below.

Behaviour Points on SIMs are sent to Heads of Department, tutors and Directors of Progress. Heads of Department follow up in the first instance when issues arise in a particular subject area. Tutors and/or Directors of Progress follow up with student if there appears to be difficulties across subjects.

A student receiving three Behaviour Points will be required to attend a meeting with the Director of Progress and their parents/carers, in order for targets to be set and monitored. At this point, positive target cards may be used to monitor the meeting of targets.

If a detention is given, the teacher needs to record it in the Student's Planner, with the date and time of the detention so that parents/carers and form tutor can note it. During the detention, the student reflects on his or her behaviour, describing what he or she has done, writing out the rule that was contravened (if appropriate), describing the behaviour that needs to change and any support needed to change that behaviour.

Whole class detentions are only given in exceptional circumstances and only if the teacher is confident that the breach of a rule applies to all students equally in the class.

Students who rapidly work through the hierarchy of consequences without any change in behaviour will be referred to the Inclusion Panel. The Panel is in a position to consider multi-agency intervention and to write a CAF or set up a Pastoral Support Plan which enables close monitoring of the student's behaviour. An Individual Behaviour Management Plan may also be drawn up, giving strategies to both the student and staff.

Staff keep a record of both positive rewards and consequences given out to students in their mark books. This record is then used during student reviews with tutors and for departmental reward systems. Departments are in an ideal position to reward students, who have improved their behaviour, during end of term assemblies. This complements subject attainment awards which may also be given at end of term assemblies.

Stage 4: 'Severe clause' - referral out of class into whole-school hierarchy of consequences

A student can be referred into the whole-school hierarchy of consequences if an incident occurs which is serious or dangerous, in which case the teacher may send for a senior member of staff on duty via one of the students in the class.

Students may only be out of class in the event of Stage 4 being triggered. This means that the senior member of staff on duty will decide on appropriate action to take should they be called for. Teachers continue to follow the hierarchy of consequences within class.

'Severe clause' - referral system out of class into whole-school hierarchy of consequences

For ongoing poor behaviour over time:

If all of the consequences within the classroom have been exhausted with no improvement in students' behaviour over a period of time, the following process will be followed. This is separate from the process which exists for situations in which a serious incident occurs which requires immediate action

1. Teacher logs concerns on SIMS and sends to HoD/DoL and DoP, outlining in brief their concerns and explaining the strategies already followed.
2. HoD/DoL or DoP follows up with student to discuss teacher's concerns and attempt to resolve the situation. HoD/DoL/DoP detention set if appropriate.
3. If necessary, HoD/DoL or DoP arranges to meet with parents. At this point, HoD/DoL or DoP may take further appropriate action e.g. placing student on report.
4. HoD/DoL/DoP continues to monitor students' behaviour. If behaviour does not improve, student will be referred to a member of SLT.
5. A member of SLT may place a student in internal exclusion.
6. If behaviour does not improve, the Principal may decide to exclude the student from school for a fixed period of time.
7. If the problem is ongoing and not resolved once the measures above have been exhausted, it is possible that the student could be permanently excluded from the UTC.

Referral system out of class into whole-school hierarchy of consequences**For a serious incident which requires immediate action:**

If a serious incident occurs during a lesson which requires immediate action, the following process will be followed:

1. If and when a serious incident occurs which requires immediate action, the teacher involved must notify reception so that the senior member of staff on duty can come and deal with the incident. They may do this either by alerting a nearby member of staff, by contacting the main office or the member of SLT on duty via telephone or walkie-talkie, or by sending another student in the class to reception.
2. The senior member of staff will attend the incident and take appropriate action. This may involve:
 - a. Reprimanding the student and taking them back into the classroom.
 - b. Placing the student in another classroom.
 - c. Removing the student and placing them in internal exclusion.
3. Depending on the seriousness of the incident, further consequences may include:
 - a. Meeting with parents to discuss the incident
 - b. Removing the student and sending them home for the rest of the day (the Principal must approve this and parents must be contacted)
 - c. Referring the student to a governors' disciplinary panel
 - d. Fixed term exclusion: only the Principal can exclude a student.
 - e. Permanent exclusion: only the Principal can permanently exclude a student.
4. Every serious incident must be recorded in the Serious Incident folder. The teacher and student involved must each write an account of what happened. It may also be necessary to gather accounts from other students or members of staff who witnessed the incident.
5. Any student who is involved in a serious incident should be referred to the Inclusion Panel. This may lead to them being referred for additional support e.g. from an Academic Mentor, counsellor, social worker or attendance welfare offices. Students referred to the Inclusion Panel will have an individual Behaviour for Learning Plan (IBLP) and/or a Pastoral Support Plan (PSP). Targets given to students as part of IBLPs and PSPs are communicated to teachers, who will be able to positively reward students who choose to improve their behaviour.
6. After a serious incident has taken place, it is important that a student is re-integrated in an appropriate way (unless they have been permanently excluded). A discussion should take place between a senior member of staff and the teacher involved before the student returns to the lesson. A re-integration meeting may be required.

7. Key Stage 5 Behaviour Plan

The importance of behaviour management in the Sixth Form

It is easy for teachers to assume that, when students enter Year 12, they are ready to behave and to be treated as young adults. In reality, it often takes some time before Sixth Form students develop the skills of independent learning, self-motivation and the willingness to put in the hours of study needed to achieve success. This means that considerable support needs to be in place to help Sixth Form students to develop independence, responsibility and autonomy.

While the Key Stage 4 Behaviour Plan focuses predominantly on assertive discipline, the Key Stage 5 plan emphasises the need to:

- closely track students' progress and work ethic
- give early warnings if a student's commitment is not up to the required standard
- encourage students to be leaders within the school and to be role models for younger students, showing them what it means to be a good citizen
- support students to develop the organisational skills they need to succeed in the Sixth Form
- provide opportunities for personal growth and intellectual development

The plan is made up of four parts: Basic expectations; Privileges and responsibilities; Rewards; Sanctions.

1. Basic expectations

Sixth Form students are expected to follow the whole-school rules and the whole-school classroom rules, which should be displayed prominently in every classroom so that students can be reminded of them when necessary. It may be necessary for teachers to introduce additional rules in their teaching area, for example in a science lab or in the theatre. These rules must be made explicit to students and must be displayed in the classroom along with the whole-school classroom rules.

In addition, Sixth Form students should be taught the following basic expectations:

- Sixth Form students must behave courteously and respectfully towards one another and to members of staff (this includes in person, on paper and electronic communication).
- Sixth Form students should care actively for other members of our community and contribute to their well-being and success.
- Where Sixth Form students fall short of our high expectations, they will be challenged by their teachers to change and grow.
- Where Sixth Form students make poor choices regarding behaviour, they will be given clear and specific advice about how to improve and mature.

2. Privileges and responsibilities

Sixth Form students are role models for younger students and play an important part in the organisation of the school. Although they are subject to the same whole-school rules and classroom rules as other students, Sixth Form students have certain rights and privileges that younger students in the UTC do not have. It is important for them to understand that with these privileges come particular responsibilities:

Privileges

Sixth Form students:

- wear professional dress rather than school uniform
- are allowed out of school at lunch time
- organise their own time during study periods
- lead and organise the student council
- lead and organise student societies and enrichment activities
- take part in a wide range of extra-curricular activities
- have access to outstanding facilities within the UTC building

Responsibilities

Sixth Form students must:

- Complete all assignments to the very best of their ability and meet all deadlines set.
- Come to all lessons, assemblies, tutorials and registrations on time, all the time, every day.
- Never distract or prevent others from learning.
- Listen carefully and follow staff instructions at the first time of asking.
- Speak and act kindly and respectfully to others at all times.
- Wear lanyards and carry ID cards at all times, so that we know who is being allowed on to the school site for the safety of all staff and students.
- Do not use mobile phones or other personal electronic equipment in school unless explicitly given permission by staff to use them. This includes the library, corridors and lunch/breaktimes.*
- Always wear smart and professional dress as detailed in the uniform policy.
- Respect and care for the UTC building and all property and facilities within it.
- Participate in a range of activities beyond the classroom.
- Model good behaviour at all times to other students within the school and outside of it.
- Do not consume food and drink other than water outside of designated areas.

* Any Key Stage 5 students who are found using mobile phones or other personal electronic equipment in school will be warned by a member of staff to put them away. If this instruction is not followed immediately, the device will be confiscated. Phones and other confiscated equipment will be kept for 7 days and students will not be permitted to collect them before that time has elapsed.

3. Rewards

We recognise that praise and reward for Sixth Formers who take their responsibilities seriously is helpful in terms of encouraging them to do more of the same. Praising students' efforts, progress and achievements is as important in the Sixth Form as it is for younger students, in terms of the potential impact. As a result, it is important that teachers at Mulberry UTC offer specific verbal praise and other forms of recognition for:

- Attainment
- Progress
- Attendance
- Participation and contribution
- Contribution to the development of the local community
- Leadership

This may include certificates, awards, commendations, postcards home or other rewards.

4. Sanctions

Whilst most students will adjust quickly to the new responsibilities of Sixth Form, some will require more support or take more time to take on these responsibilities and to make the most of the opportunities available to them. A clear set of sanctions is therefore in place to address issues that arise of students failing to meet the UTC's high expectations.

In the first instance, Sixth Form learning, behaviour, attendance and punctuality issues will be dealt with by the class teacher and will often involve a conversation between the teacher and student, or a telephone conversation or meeting with the parent or guardian.

Where issues are ongoing, or where a student is repeatedly failing to meet the requirements of the Home School Agreement within a specific subject, a concern will be raised with the Head of Department to elicit their support in resolving the concern and ensuring that the Sixth Form student meets his or her commitments.

If the intervention of the Head of Department does not resolve the situation, the Sixth Form student's form tutor will be informed. At this point, the student will then be placed on the first stage of the Sixth Form Disciplinary Process which is shown on the next page.

The Sixth Form Disciplinary Process is a clear, tiered approach which aims to support students to make good choices regarding their behaviour and learning. The process escalates from Stage 1 (Tutor Monitoring) to Stage 5 (Disciplinary meeting), where a student may be asked to leave the Sixth Form if they have continually failed to meet the expectations for Sixth Form students at Mulberry UTC, as laid out in the Home School Agreement. This process ensures all relevant parties are involved including students, parents/carers and staff.

In some situations, an incident may be deemed 'serious' and the Sixth Form Disciplinary Process may require to be circumvented. 'Serious incidents' can lead to Sixth formers facing:

- SLT disciplinary panel
- Being asked to sign a 'Behaviour and learning contract'
- Governors' disciplinary panel
- Exclusion
- Permanent exclusion from the Sixth Form

Where a serious incident occurs, the member of staff involved will complete an incident report as soon as possible so that an investigation can be undertaken by the relevant members of the Sixth Form team.

Serious incidents

- Persistent and continued disruption
- Outright defiance
- Serious and/or continued bullying
- Fighting
- Violence or assault
- Sexually inappropriate behaviour
- Using or being under the influence drugs or alcohol
- Smoking on site
- Being in possession of drugs or alcohol
- Supplying drugs

- Bringing or being found in possession an offensive weapon or illegal substances
- Bringing ‘outsiders’ onto UTC property in order to threaten or create conflict
- Threatening or aggressive behaviour: physical or verbal
- Racist, homophobic, sexist or discriminatory language or behaviour
- Deliberate involvement in or instigation of conflict
- Verbal abuse towards a peer or adult
- Stealing
- Possessing stolen property
- Vandalism and the destruction of property
- Cheating in a test or exam
- Wearing, displaying or ‘tagging’ gang-affiliated items and phrases

Use of Drugs and Alcohol

Drugs, alcohol and smoking are strictly forbidden within the UTC building and its environs.

Should any member of staff suspect that a student is under the influence of an illegal substance or legal high (drowsiness, inability to concentrate, violent mood swings, rolling eyes, smell of alcohol or cannabis on their clothes/breath) the student should be referred immediately to the Senior Leadership Team member on duty who will corroborate the judgement of the member of staff and, if appropriate, remove the student to the designated first aider or student reception.

Sixth Form disciplinary process

	Reasons	Procedures
Stage 1: Tutor monitoring	Attendance, punctuality, behaviour, homework, truancy.	Tutor monitors student, feeding back to DoP.
Stage 2: Green report	Ongoing concerns about student following at least two weeks of tutor monitoring.	<ul style="list-style-type: none"> • Letter and phone-call to parents • Green report completed by teachers & monitored by tutors • Review meeting takes place after fixed period of time (minimum two weeks) • Letter to parents informing them whether student comes off report or stays on it
Stage 3: Orange report	Ongoing concerns about student following at least two weeks of Green report stage.	<ul style="list-style-type: none"> • Letter and phone-call to parents • Orange report completed by teachers & monitored by tutors • Review meeting takes place after fixed period of time (minimum two weeks) • Letter to parents informing them whether student comes off report or stays on it
Stage 4: Red report	Ongoing concerns about student following at least two weeks of Orange report stage.	<ul style="list-style-type: none"> • Letter and phone-call to parents • Red report completed by teachers & monitored by tutors • Review meeting takes place after fixed period of time (minimum two weeks) • Letter to parents informing them whether student comes off report or stays on it

<p>Stage 5: Disciplinary meeting</p>	<p>Ongoing concerns about student following at least two weeks of Red report stage.</p>	<ul style="list-style-type: none"> • Meeting with student, parents & member of UTC senior leadership team • Discussion about whether or not it is appropriate for student to continue with their studies at Mulberry UTC • Followed by decision about whether or not student continues at Mulberry UTC
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8. Expectations

8.1 Expectations of students

- To follow classroom rules
- To follow school rules
- To follow school procedures about behaviour in and outside the classroom

8.2 Expectations of staff

- To reinforce the expectations that Mulberry UTC has of students at all times of the day
- To reinforce acceptable behaviour through rewards and incentives
- To have a shared responsibility for maintaining behaviour management procedures as routine in and outside the classroom
- To deal with infringements of the Behaviour Management Policy and support others doing the same
- To be aware of the special needs of students/students in their care
- To follow classroom and school rules so as to be positive role models for students /students

9. Monitoring and Evaluation

- The procedures supporting the Behaviour Management Policy should be followed at all times. Students and staff will discuss them at the beginning of every academic year. Staff and students new to the school mid-term will be inducted into these procedures. The Behaviour Management Policy and procedures will be formally reviewed regularly through Directors of Progress, the Senior Leadership team and the School Council. In addition, the school’s meeting cycle will provide further opportunity for staff to comment on and evaluate the Behaviour Management Policy.
- Heads of Department/Faculty are responsible for monitoring referrals and dealing with discipline within their departments. Directors of Progress, in conjunction with form tutors, are responsible for monitoring student progress and behaviour in all aspects of the school and responding appropriately with regards to rewards and sanctions, in line with school policy.

9. Exclusion Procedures – Key Stage 4 and 5

Any incident deemed serious enough for an exclusion to be considered should be dealt with in the following way:

- The student should be referred to the relevant Director of Progress.
- The DoP, in conjunction with the senior line manager, makes a decision whether to refer the matter to the Principal, who then decides whether the exclusion should go ahead and if it should be internal or fixed term.
- The DoP completes an Incident Report
- The student writes a statement.

- Parents/carers and student are seen by DoP and/or the Principal as appropriate to discuss the exclusion.
- The exclusion is logged by the Principal as appropriate.
- A letter is sent home to parents/carers.
- Work must be provided for the student either in internal exclusion or to do at home.
- Learning Mentors/Academic Mentors will be informed about an Internal Exclusion and they will organise and supervise the student in an appropriate place.
- Upon return to the main school, a reintegration interview with the SLT and/or DoP takes place.
- The student usually is placed on report to the DoP.

10. Serious Incidents

While serious incidents rarely happen, the following sets out the procedures should they be needed):

In certain circumstances, an incident might be serious enough to require the exclusion of a student (internally or externally).

Examples might include: verbal abuse to staff, violent behaviour towards another etc.

Acts of ongoing serious disruption of learning or individual acts of serious misconduct may result in permanent exclusion.

Examples of this are described in the Secretary of State's guidance on exclusions and they might be:

- Serious actual or threatened violence towards others
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon.

These examples are not exhaustive and include misconduct off site whilst representing the school or when travelling to and from school. They indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Each case will be considered in the light of circumstances and with due care for the well-being of the individual and the school community. No decision to exclude will be taken lightly and it will be following careful reflection by the Principal.

There are appropriate procedures in place following exclusion to ensure parents/carers are advised according to Local Authority policy.

Appendix 1

INCIDENT REPORT FORM	
Name of student making report	
Form	
Date	
Details of Incident	
Who was involved	
What happened (continue on a separate sheet if necessary)	
Date and time of the incident	
Where it happened	
Who witnessed it?	
It is the 1 st /2 nd /3 rd /4 th incident?	
Who was the incident initially reported to?	
Action taken	
Signed by:	
Student	
Member of staff	
Further notes/actions:	