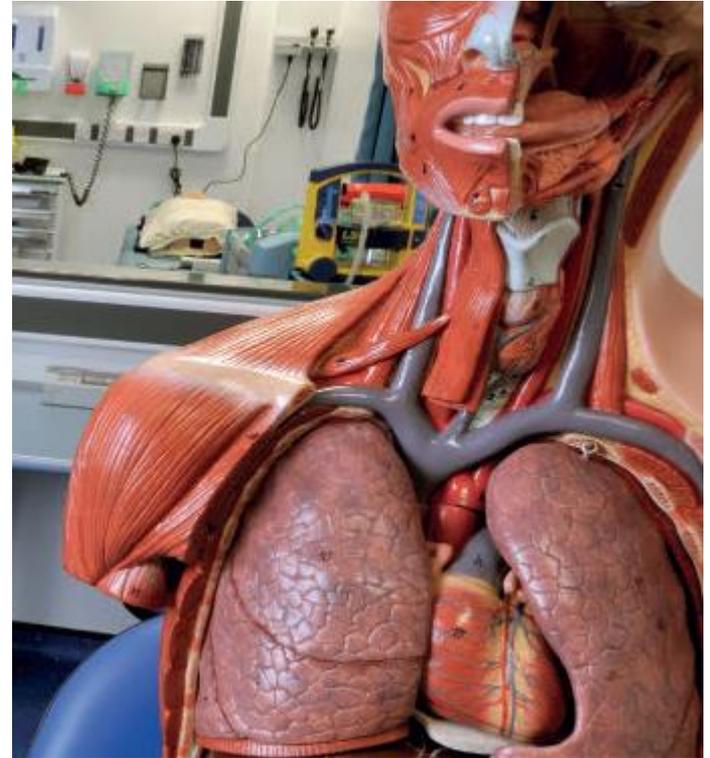


University Technical College Bolton



**Every day is an Interview
Ethos**



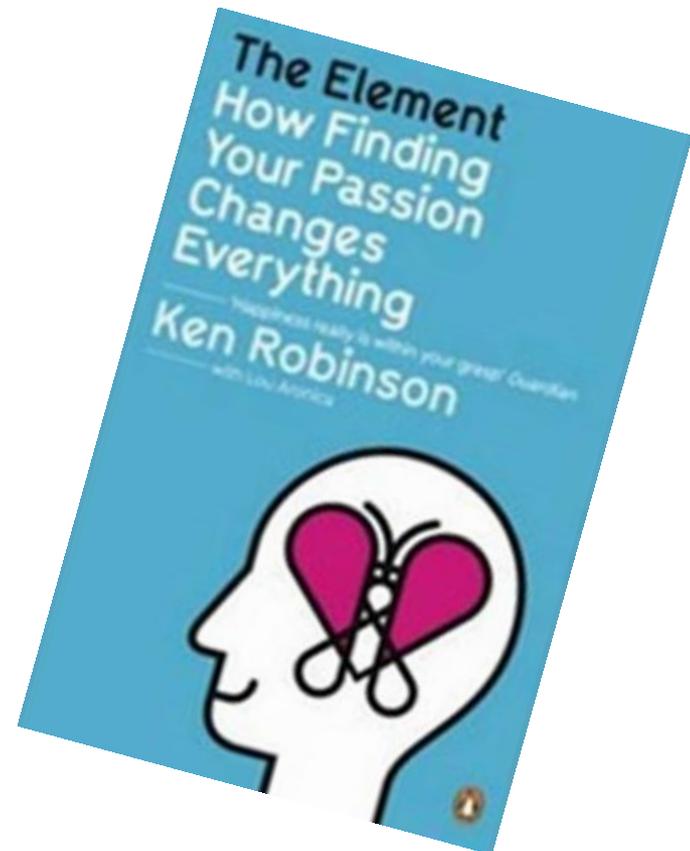
Innovation

Opportunity

Achievement

Our Promise

- Our promise – a professional employment place, a university place or further learning for every student
- **Your dreams**
- **Your future**
- **Our challenge**
- **Our promise**



Developing personal responsibility through the promise

- Establish behaviour for learning that recognises the uniqueness of what is on offer – no other school makes the personal promise.
- If students understand the promise, then they will take actual personal responsibility for their actions – actions that are modelled through the ethos of ‘Every day is an Interview’.



Every day is an Interview

- It is our vision that through teaching and learning of the highest standards, supported by an education provision that ensures real life industry sector experience, an atmosphere of creative excitement and genuine engagement, great things will be achieved. This will open doors for our students ensuring progression to a high quality university course, a job, entrepreneurship opportunity or an apprenticeship. It will ultimately create positive citizens with high expectations of themselves and the people they surround themselves with.



Key Question

- As a workplace based environment the key question is:

Would this be acceptable in a workplace?

- If the answer is no... then the behaviour is not acceptable at UTC Bolton.

Every day is an Interview

Commitment	Students	Staff
Safe environment	I will protect the environment and never litter or damage property. I will not bring into the UTC anything that might do harm or damage things.	We will build a safe and secure community based on excellent relationships, respect, care and opportunity for all.
Dress for success	I will follow the dress code and dress professionally at all times.	We will model the professional dress expectations required in a professional workplace.
Attendance and punctuality	I will take responsibility for meeting my attendance target of at least 98% and ensure that I attend every meeting and learning opportunity on time.	We will lead by example and ensure we hold student accountable for their attendance and punctuality.
Progress	I will know my agreed targets in all my subjects and ensure that I am doing all I can to exceed these.	We will give you meaningful feedback that helps you make progress and improve. We will ensure that you receive regular updates on your progress and have regular opportunities to discuss these.
Professionalism	I will display a professional working ethos when in class by following basic rules that promote successful learning and support a safe environment e.g. respecting other learners and staff, not using my mobile phone unless asked, not having chewing gum or fizzy or energy drinks or eating during learning.	We will use agreed structures to support all learner and consistently build a professional learning environment.
Aspire	I will develop deep knowledge and understanding of the world around me so that I can become an active citizen capable of changing the world.	We will provide the very best teaching methods and utilise the most relevant learning technologies to support you to exceed your expectations and become an expert in your chosen field.

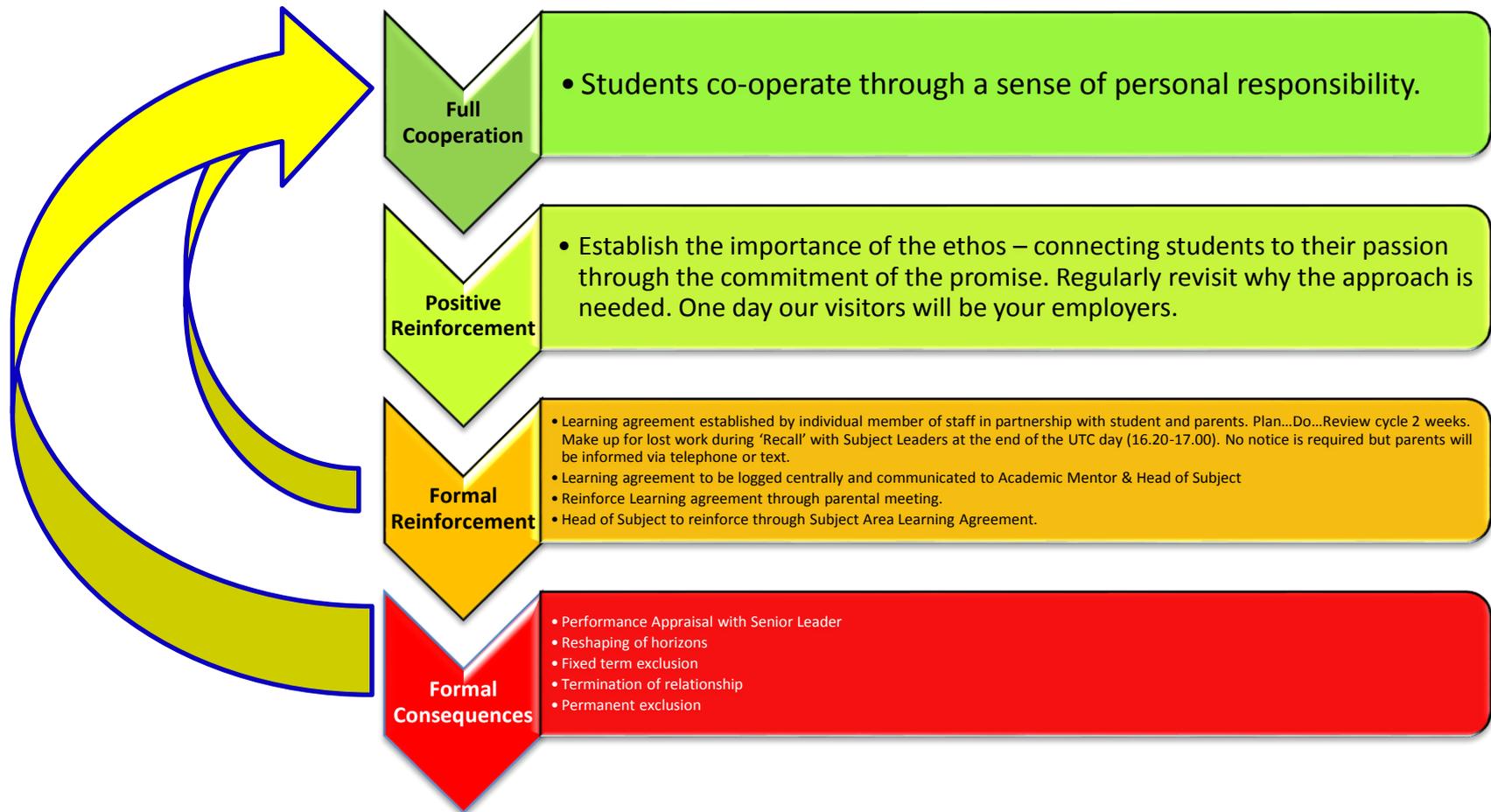


Every day is an interview

- Policy underpins the culture of the UTC – distancing ourselves from a school behaviour management policy.
- Supports worked based environment and professional expectations in line with partners from industry.
- Underpins culture of encouraging students to focus on successful outcomes for their 'end game'
- Visibility of the strategy allows positive and focused conversations to reinforce expectations driven by students aspirations.



Professional Protocols



The Detail

Behaviour Policy

Introduction

The Behaviour Policy draws on principles of good practice as stated in the DfEE publication 'Social Inclusion: Student Support' (July 1999) and the DfE 'Behaviour and discipline in schools. Advice for headteachers and school staff' (February 2014)

- **Early intervention:** prompt intervention is needed where there is poor behaviour or unexplained absence, so it is clear that these will not be tolerated;
- **Rewarding achievements:** positive recognition of individual students, class or year group achievements in good attendance and behaviour, through mentions in assembly, awarding certificates or prizes, is helpful;
- **Supporting behaviour management:** behaviour management techniques, 'Assertive Discipline' and 'Circle of Friends' can help improve and maintain high standards of behaviour and discipline;
- **Working with parents;** The UTC should encourage parents to support good attendance and behaviour through home-school learning agreements, parents' meetings and newsletters. The UTC should know who has parental responsibility for all their students;
- **Involving students:** students can help reinforce the UTC Bolton behaviour policy by active involvement in anti-bullying and harassment policies, and contributing ideas through School Councils and in class discussions;
- **Commitment to equal opportunities:** parents and students should know that the UTC has an equal opportunities policy and is committed to equality of opportunity for all students. Schools should monitor the impact of their policies and procedures on different groups (by race, gender and disability). The effectiveness of such policies will be assessed at governors' meetings;
- **Identifying underlying causes;** poor behaviour may be linked to a student's problems in understanding lessons, and therefore require additional literacy or numeracy support to address them effectively;
- **Study support:** many activities – from homework clubs to thinking skills workshops – help reinforce the work of the UTC and progress of students. Family support services may help parents support their own children with work at the UTC.

The Detail

1. Ethos of the UTC Bolton

A key aim of the UTC Bolton is to encourage and support children in their progress toward self-discipline and consideration of others.

Our guiding premise is that externally imposed discipline, whilst it may be necessary in certain instances, is a reactive response to that which has already happened. It is, therefore, of limited efficacy in addressing the prospective and long-term social needs of students. Much better is positively to encourage:-

- (a) courtesy
- (b) honesty
- (c) endeavour
- (d) self discipline

- Such encouragement should be delivered through day-to-day contact with each individual student and through whole UTC Bolton life through our 'Every day is an Interview' ethos.
- Teachers should praise behaviour which reflects the values set out above linking it very positively with the teacher's personal approval. Behaviour which is discourteous, dishonest etc. should be linked equally positively with personal disapproval. We should harness and develop the student's natural desire for approval to produce appropriate responses.
- Praise of a public nature should be used in group meetings and especially in assembly to give public acknowledgment of achievement and things done showing whole-school approval of the standards we seek to reinforce. Disapproval and the open acknowledgment of personal responsibility for our actions should similarly be part of our society.
- Rewards and punishments will be applied fairly and consistently.

The Detail

2. Behaviour and Discipline

2.1 When the need for imposed discipline arises it should be handled according to the following principles:

- (a) **Minor Offences: (e.g. inattention, chewing in class, etc.)** dealt with by the class teacher through additional work, compensatory action, work-based detentions, scolding, etc. (or, in the case of chewing gum, cleaning the underside of desks and chairs.)
- (b) **Classroom indiscipline (minor but repeated):** troublesome, interference with and disturbing of others, etc., through reference to the curriculum Leader for judgement at that level and to the Head of Subject.
- (c) **Major indiscipline (e.g. class disruption, rudeness to staff)** by reference to Heads of Subject and the Head of Inclusion for their consideration and action which may be passed on to the Principal.
- (d) **Indiscipline of a very serious nature (including bullying)** by referring directly to the Head of Inclusion or Principal.
- The Principal will use their judgement in deciding when offences have become sufficiently regular or are sufficiently serious to justify fixed period or permanent exclusion.

2.2. Most disciplinary cases will continue to be dealt with by persuasion through the use of learning agreements.

- Violence will quite automatically lead to the exclusion of the one who struck first or who by harassment caused the altercation to begin. Retaliation will be dealt with on the merits of the case. The degree of provocation, the need of a student to defend him/herself will be taken into account.
- Students who aid or abet serious breaking of UTC Bolton discipline in others will themselves be the subject of severe sanctions.
- Persistent verbal abuse and threatening words or actions is bullying and will be dealt with in the same manner as would physical bullying. The UTC will not tolerate any form of hate crime.
- Theft will lead to temporary exclusion as a matter of course. Although help and support to remediate the problem will be given.

The Detail

- Permanent exclusion will be used when the student has shown her/himself to be unwilling to accept the normal control mechanisms of the UTC Bolton or when not to exclude would risk instability in the UTC community.
- It will also be used for incidents of severe violence, e.g. attack on a member of staff. The Principal will inform the police for incidents of violence against staff and students or when a criminal offence has been committed.
- Permanent exclusion will be used for the possessing, handling, use or dealing in classified drugs and will automatically lead to the involvement of the police. The possession of any weapons such as knives, guns, BB guns will automatically lead to exclusion.

The above principles are supported by the following systems which are designed to respond in a positive manner to any lapses in behaviour and discipline.

- Staff Support - members of the Leadership team are timetabled to cover every lesson so that one is always available and on call to provide support for staff and or instant removal from a lesson of a disruptive student.
- Subject Leader Detention or 'Recall' – Monday – Wednesday 16:20 – 17:00. This is a no notice detention but parents will be informed by text or telephone.
- Senior Management – parental meeting.

Parents are informed of the above action via the learning agreement process which is used to record issues of poor behaviour, discipline and poor work.

Detention must be reasonable and proportionate to the offence; account will be taken of any special circumstances about individual students.

Indiscipline of a very serious nature will result in a student being dealt with by a learning agreement, as well as possible short term exclusion.

The Detail

3.0. Exclusions

- The Principal may exclude a student for up to 45 days in a UTC Bolton academic year. Where a student is excluded for a fixed period the exclusion should be for the minimum time to ensure that the student and others in the UTC understand that the behaviour has been unacceptable. Note that any period of exclusion longer than 5 days required notification to the local authority as the students has to be in education after 5 days.
- When a student is excluded for a fixed period of more than a day or two the Principal will arrange for the student to receive work to do at home and have it marked when she/he returns to the UTC.
- Parents/guardians are expected to collect their child from the UTC Bolton and make appropriate provision for them during the period of exclusion.

4.0. Additional Support for Students Who Have Been Excluded

- Following a fixed period exclusion, on re-entry to the UTC, parents are invited to talk with the Head of Inclusion or Principal.
- Students who have been excluded are usually placed on a learning agreement that has specific targets for the student.
- Students who are excluded are often placed on attendance, behaviour or work performance reports so that their progress is monitored.
- If the student is excluded for behavioural difficulty then an assessment of performance in class and that of behaviour, across all the staff who teach the child is made with a view to the child being placed on the register of special educational needs.
- Students who are already statemented with special educational needs or are on stages of assessment; progress should be reviewed and discussion will take place with the parents and SENDCO as to whether a statement needs to be obtained or further support obtained from the LA or additional hours from our special needs support assistants.
- Restorative approaches may be used when and where appropriate to ensure a return to full cooperation is adhered to.

5.0. Internal Exclusion

- For those children who have truanted or for whom exclusion is inappropriate we use an internal exclusion where the student is segregated from other students and given work to do throughout the day including lunch and break times.

6.0 Heads of Subject

- Heads of Subject undertake remedial work with students once they have been excluded and come back into the school. They operate systems of support during lunch and break times where students are supervised undertaking community work such as IT, monitoring or sorting out workshops. Alternatively, students are requested, and supervised, to catch up on the work they have missed during lunchtime 'Recall'.

The Detail

7.0. Use of Reasonable Force

- Members of staff are permitted to use reasonable force to restrain a student from committing an offence, injuring himself or others, damaging property or behaving in a manner which damages the good order and discipline at UTC Bolton.
- Head teachers and authorised school staff 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.

8.0 Permanent Exclusion

- When the UTC's behaviour system has been exhausted students will be considered for permanent exclusion.

Origination	Authorised by	Issue No.	Date
David Goddard	Dr Zubair Hanslot	1	February 2015