

Professional Conduct Procedure

2022-2024



1. Statement of Behaviour Principles

Berkeley Green UTC is committed to preparing all students for the world of work, not only by developing the knowledge, skills and understanding required by industry, but also by modelling and instilling the conduct required for successful employment. An integral part of this is demonstrated by the way we dress, act and express ourselves. We expect all of our students to follow this policy on all occasions where they are representing the UTC. This includes but is not limited to: on and around the school site, whilst on school transport and when on school trips. This is reflected in the way that staff and students interact with each other and our employer and academic partners. For students, every day is a potential interview. Only by having the highest expectations of ourselves will we be able to reach our potential.

2. Aims of the Procedure

We aim to provide a learning environment that is effective and safe for all. This is achieved by:

- Encouraging the highest expectations of ourselves and others
- Promote and encourage respect between all.
- Providing an environment where students can excel both academically and socially, and in which they feel safe and confident to express themselves.

3. UTC Values

We have seven values that were devised and shared by our employer partners and student council. These are described below:

- **Being respectful** – We believe in treating everyone as you would expect to be treated. This is at the heart of a healthy workplace. It's essential for great teamwork. It also means looking after yourself.
- **Being Polite** – Good manners help build mutual respect. They demonstrate that you can put yourself in another person's shoes and develop positive relationships. They also help to create a good impression.
- **Taking pride in how we dress** – It doesn't matter where you are working; there will always be a professional dress code set by the employer. It is important to follow these set standards to demonstrate a good attitude and to represent the company in the right way. We should be proud of who we are and what we stand for.

- **Having a positive attitude to learning** – Having a positive attitude towards learning ensures that we are making the most of our opportunities and experiences. Factors such as communication skills, consistency, staying focused and meeting expectations and deadlines play a considerable part in this.
- **Maintaining excellent Punctuality and Attendance** – Punctuality and attendance are factors that every workplace will monitor. They reflect our commitment to what we do. It gives us the best chance to gain new experiences and learn new things. Good punctuality also shows a positive attitude in the workplace.
- **Developing independence** – Developing our own independence and taking responsibility for our actions both have a huge impact on how an employer (and others) may view us. It shows that we are mature and reliable, and that we are far more attuned to the working world. At a young age this can give us the edge. It will also help us feel more in control of our own destiny.
- **Being inclusive** – We live in a diverse world so we can expect our study and workplaces to reflect this. By rejecting discrimination and being open to the needs of others, we can build an environment based on mutual respect and understanding. Our faith room provides an environment for any student to use when needed.

These values are at the heart of our rewards policy and are represented as ‘Display of Values’ (DoV) points. These rewards are given via following process.

Timescale	Description	Key People
Daily	Each lesson teaching staff look to award DoV points to students in their lessons for at least one of the UTC values. Some students may earn more than one DoV point per lesson. Support staff are also encouraged to award DoV points when they observe behaviour that requires rewarding.	Teaching and support staff at the UTC.
Weekly	Each week we have a ‘positive 10’ assembly where the students with the most DoV points for that week are celebrated. The tutor group with the most DoV points in KS4 and KS5 will also be celebrated.	Values in Practice team.
Termly	At the end of each half term there will be a celebration assembly where we celebrate the individuals with the most DoV points overall, and the individuals with the most DoV points for each category. The tutor group with the most DoV points for the term will receive a trophy.	Values in Practice team.
Annually	At the end of the year students with the most DoV points overall and per category will be celebrated. They will receive awards and rewards from the UTC. Students will also win rewards and awards for performance in the different subject areas.	Values in Practice team, Curriculum Leadership Team and Senior Leadership Team.

4. Conduct Expectations

Students will:

- Conduct themselves in a professional manner whilst at the UTC, whilst traveling to and from the UTC and during all visit and events organised or associated with the UTC.
- Respond positively to instructions and requests of members of staff and industrial partners.
- Allow all members of the student body to be free to express themselves, and have respect for other' individuals.
- Report any incident of poor or inappropriate conduct that they witness to a relevant member of staff at the UTC.
- Respect the reputation of Berkeley Green UTC and demonstrate this in the way that they conduct themselves both inside and outside the UTC.
- Respect the fabric of the buildings and equipment of the UTC or other venues they attend.

5. Inappropriate and unprofessional behaviour

Inappropriate/unprofessional conduct can include:

- Behaviour that puts at risk the Health and Safety of any person at the UTC.
- Refusal to follow the reasonable instructions of any member of UTC staff.
- Behaviour that affects the learning of any individual including their own.
- Behaviour that is not respectful of individuals at the UTC or is seen as Bullying (see also 'Preventing Bullying' policy).
- Behaviour that brings the UTC into disrepute.

Inappropriate/unprofessional conduct will be taken seriously and UTC staff will follow this process when dealing with issues:

Stage	Description	Staff	Possible Interventions
1	Low level behaviour within lessons that prevent them or their peers from learning	Teaching staff	Break or lunchtime detentions, parental contact
1	Low level behaviour around the UTC or on the bus	Any staff member	Break or lunchtime detentions, parental contact, UTC community services
2	Behaviour within lessons that requires additional behaviour intervention from a teacher.	Teaching staff	Removal from lesson, break or lunchtime detentions, parental contact, internal isolation.

2	More serious behaviour around the UTC or on the bus.	Any staff member	Break or lunchtime detentions, parental contact, internal isolation, temporary bus bans
3	Removal from a classroom	Teaching staff	Isolations, detentions, suspension.
3	Behaviour around the UTC or on the bus that poses a potential risk to students or staff.	Any staff member	Isolations, SLT detentions, suspension, permanent bus bans
4	Serious incident inside or outside the classroom	Any staff member	Suspension or permanent exclusion.

6. Monitoring, Support and Intervention

Through the pastoral and guidance systems Berkeley Green UTC has employees whose role is to support student welfare and well-being. This includes helping to make explicit UTC Reading's expectations, to reinforce positive learning attitudes, to apply consequences and to monitor behaviours which give rise to concern. Berkeley Green UTC accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students Berkeley Green UTC will draw on a range of support interventions in order to support and encourage positive behaviour.

Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision, placement on a behaviour or pastoral support programme and use of external expertise and short-term placements with alternative providers.

7. Suspensions and Exclusions

Certain serious conduct incidents will be referred immediately to the senior member of staff on duty. Prompt action in these cases is essential so that accurate information can be gathered and appropriate action taken. A written report of the incident witnessed will be completed immediately detailing the incident and the individuals involved. This will be passed to the duty member of staff. These could include but are not limited to:

- Use of obscene or offensive language towards a member of staff
- Assault on a member of staff or student
- Vandalism
- Gross defiance
- Misuse of a UTC or personal device
- Truancy

- Use or possession or distribution of illegal drugs/alcohol or any other contraband items/ materials
- Possession of pornographic material
- Possession or use of weapons

All these incidents can lead to immediate suspension or permanent exclusions at the discretion of the Headteacher. Suspensions and exclusion may be used as a sanction for poor conduct. However, we are committed to recognising poor conduct early and addressing the root cause of this poor conduct before the need for exclusion arises.

If a suspension or exclusion is deemed necessary by the Headteacher then they suspend or exclude a student in line with the legal requirements on the use of exclusion and having regard to statutory guidance. The management of exclusions will be in accordance with the following guidelines:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Parents have the right to make representations to the local school board (or discipline committee) about a suspension or exclusion and the governing body will review the decision in certain circumstances, which includes all permanent exclusions. Where a local school board upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision. The independent panel will include a representative from the Trust's Board of Trustees. Parents may also make a claim of discrimination in respect of an exclusion, either to the First-tier Tribunal in relation to disability discrimination or the County Court in relation to other forms of discrimination.

Berkeley Green UTC will comply with its duty to arrange suitable full-time education for a suspended student from the sixth school day of any suspension of more than five school days. Local authorities are under a duty to arrange suitable full-time education from the sixth school day of a permanent exclusion.

Following any suspension:

- Students and their parents are to attend a pre-arranged interview with the Headteacher or relevant SLT member.
- Students may be placed on report. It will be considered whether a graduated pathway approach is necessary.
- It will be considered whether involvement of external agency support would be appropriate.

8. Use of reasonable force

Whilst every effort is made to resolve all situations without physical intervention we acknowledge that there may be occasions when the use of reasonable force is required. Reasonable highlights that no more force should be used than is judged necessary and may range from standing in front of a door to restraining individuals. Force will never be used as a punishment.

The main reasons that reasonable force may be used are laid out in the DfE document below but are as follows:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;
- to restrain a student at risk of harming themselves through physical outbursts.

At the Headteacher's discretion, and as per the DfE guidance, reasonable force may also be used to search students if it is suspected that they are in possession of any of the following items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- electronic cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Further information on the use of reasonable force can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

9. Freedom from Bullying

Berkeley Green UTC recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying. Berkeley Green UTC also acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, The Equality Act 2010 and the Children Act 1989 and our own ALET Anti Bullying Strategy These place a duty on all schools and academies to have measures to encourage good behaviour and prevent all forms of bullying amongst students. Berkeley Green UTC participates in the annual Anti-Bullying Week, incorporating strategies and materials into the PHSE programme. In respect of anti-bullying Berkeley Green UTC seeks to:

- Actively involve and inform parents
- Take any concerns seriously and resolve the issue in a way that protects the child
- Respond in line with a range of strategies including restorative justice while deciding
- appropriate consequences
- Enable students to understand the part they can play to prevent bullying, including when they find themselves as bystanders.
- Make it easy for students to report bullying with the confidence of being listened to and incidents acted on. This includes in and out of school concerns school including cyber bullying.
- Update policy and practice including new technologies, for instance updating 'acceptable use' policies for computers
- Appropriate to student age, promote tolerance, understanding and challenge prejudice through the PSHE programme
- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

The broader elements of ensuring that students can understand and respond to risk are covered by safeguarding practices and through the VIP programme. A flow chart used by Berkeley Green UTC can be found in appendix 1.

10. Malicious Accusations Against Staff

Berkeley Green UTC recognises that there may be occasions which are justified when a student needs to raise issues about the actions of a Berkeley Green UTC employee and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, Berkeley Green UTC will give due regard to the most

appropriate disciplinary sanction to be taken which may include suspension or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed. Berkeley Green UTC will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at Berkeley Green UTC employees.

11. Active Involvement of Parents

Berkeley Green UTC believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. Berkeley Green UTC will therefore seek to involve parents/carers actively on professional conduct issues. Approaches will include:

- Early involvement
- Phone calls
- Meetings
- Letters
- Emails
- Supporting students on reports
- Request to attend re-integration meetings
- Invitations to agency meetings
- Follow up and routine communication

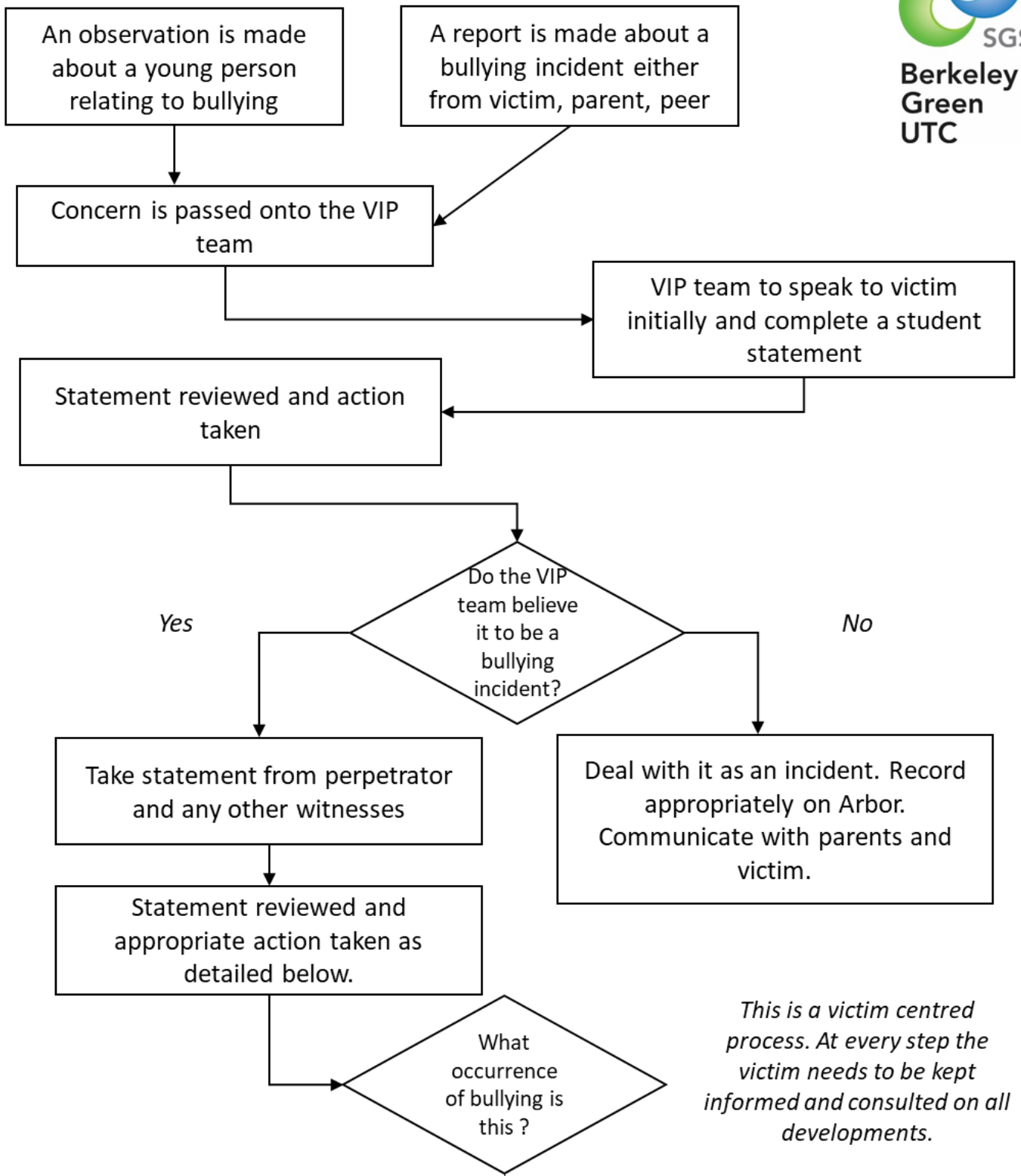
Parents are welcome to approach Berkeley Green UTC for informal or formal discussions about their child's education at any time

12. Monitoring, Evaluation and Review

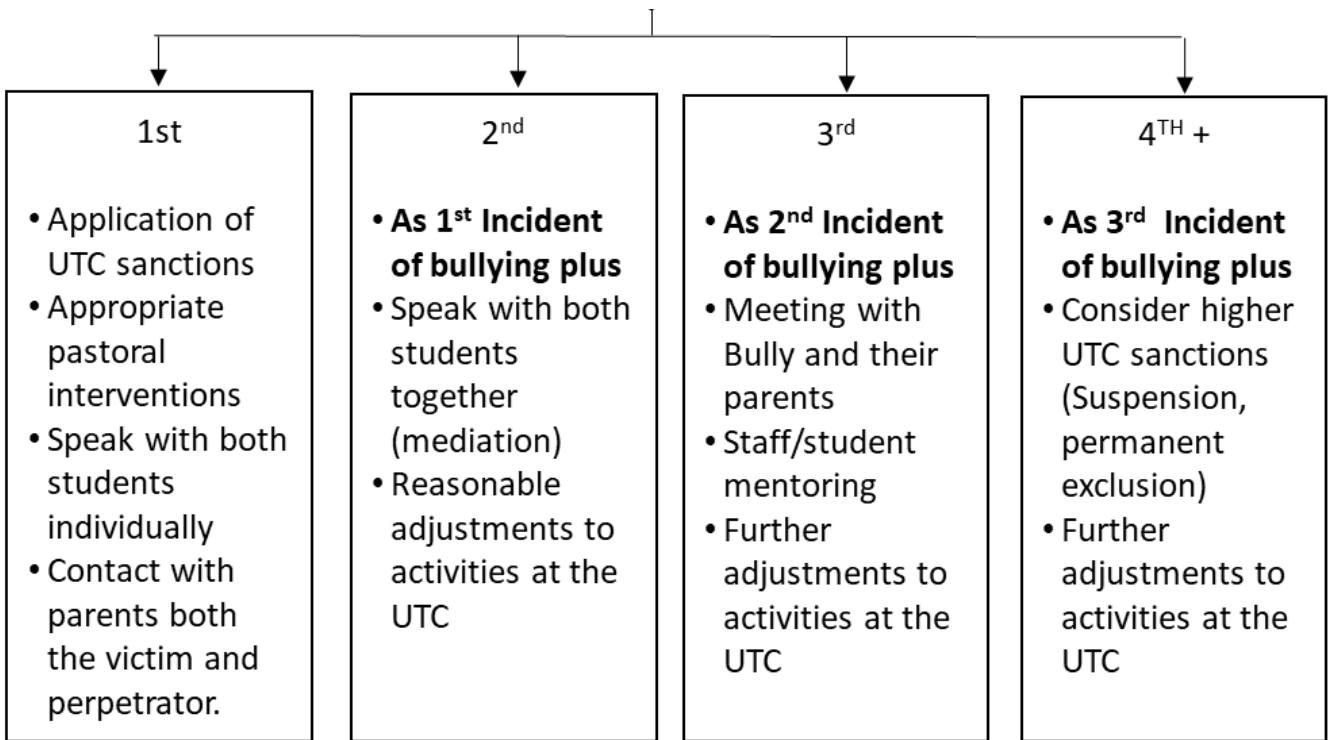
The Headteacher will monitor the implementation and effectiveness of this procedure and review it biennially using data on suspensions and other sanction and report to the local school board. The procedure will be promoted and implemented throughout Berkeley Green UTC.

Date for review: July 2024

Appendix 1 - Bullying Flowchart



This is a victim centred process. At every step the victim needs to be kept informed and consulted on all developments.



Record appropriately on Arbor
Does it need to go on My Concern? i.e. is it racist, sexist, homophobic

Update staff via behaviour channel to raise awareness and so that they can monitor