



## South Gloucestershire & Stroud Academy Trust (SGSAT)

### Professional Conduct Policy - Berkeley Green UTC

If you would like this document in an alternate format

Please contact the Human Resources Department

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<b>Job Title/Role:</b>	Pastoral and Behaviour Lead
<b>Ref. No.:</b>	<b>Date of this version:</b> 13 March 2019 <b>Review date:</b> 01/04/2020 (Subject to any legislative changes) <b>Upload to UTC website?</b> Yes
<b>Approved by:</b>	SGS Berkeley Green UTC Local Governing Body
<b>Date of Approval:</b>	20 March 2019

Main aim and purpose of the policy:	To ensure a safe environment that provides a suitable atmosphere for learning.				
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?	
<b>Age</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
<b>Disability</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
<b>Gender Reassignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
<b>Race or Ethnicity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
<b>Religion or Belief</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
<b>Marriage</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
<b>Pregnancy/ Maternity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
<b>Sex</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
<b>Sexual Orientation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
<b>Carers/ Care givers</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
<b>Persons in care</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:					
How much evidence is there:	None	A little	Some	A lot	
<b>Is there any concern that the policy may operate in a discriminatory way?</b>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	None	A little	Some	A lot	
	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
Race or Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
Carers/ Care givers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High ✓	Medium <input type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No ✓
<b>I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required</b>					
Completed by: <b>Robert Morgan</b>		Position: <i>Pastoral and Behaviour Lead</i>		Date: <i>14/03/19</i>	

## SGS Berkeley Green UTC - Professional Conduct policy.

### 1. Introduction

SGS 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 policy

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
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- 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. 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 SGS 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.

### 4. Rewards and Sanctions

It is recognised that the use of positive reinforcement in all areas of UTC life will result in a positive working atmosphere, and that as a result students will feel valued. We aim to build positive working relationships with all students and staff to encourage a shared sense of purpose and identity in the UTC. It is also recognised that poor conduct has many root causes but ultimately there is an element of choice. All instances of poor conduct will be challenged and investigated to ensure that the root cause of this conduct is identified and addressed.

#### 4.1 Rewarding professional conduct

The reward of good conduct (and completion of good quality work) should be a feature of all lessons at the UTC. Positive reinforcement should also be used by all members of staff in the UTC during all aspects of UTC life. These could include:

- Use of verbal praise.
- Written praise to students as part of feedback on work completed.
- Telephone communication with parent/carers.
- Written communication with parent/carers by staff and industrial partners.
- The award of Attitude to Learning (A2L) points.
- Celebration during assembly time and celebration events.
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#### 4.1.1 Student of the week

Every fortnight one student in pre 16 and one student in post 16 will receive the award of 'student of the week'. This will be awarded to the student with the highest A2L score that week. .

#### 4.1.2 End of Year Rewards

At the end of each year staff will nominate students who they feel are worthy of special recognition in their subjects. Additionally our employer partners will be able to offer special awards which align with both their values and the UTCs.

#### 4.2 Addressing inappropriate/unprofessional conduct.

All members of staff will be expected to use 'language of choice' when dealing with inappropriate or unprofessional conduct. 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.

The UTC will take all reports of unprofessional conduct seriously and will act accordingly. Students may be:

- Removed from teaching areas.
- Interviewed to discuss the conduct exhibited and any reasons that this poor conduct has occurred. If others have been affected, then a restorative meeting will be arranged.
- Informed that parents/carers will be contacted.

If poor conduct continues then the following strategies should be considered and used as appropriate.

- Further telephone communication with parent/carer.
- Teachers report and action plan.
- Teacher detention
- Formal written communication with parent\carer.
- Formal meeting with parent/carer.
- School report and action plan.
- Pastoral Support Plan (PSP)
- Fixed Term Exclusion (FTE)
- Permanent Exclusion

An assessment of needs by the SENCO and/or other appropriate bodies may be necessary at the discretion of SLT.

#### 4.3 Serious conduct incidents.

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
- Truancy
- Use or possession of illegal drugs/alcohol
- Possession of pornographic material
- Possession or use of weapons

All these incidents can lead to immediate fixed term or permanent exclusions at the discretion of the Principal.

## 5. Exclusions

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. There may however be a need to use exclusion for instances such as those listed above as well as:

- Continued and persistent poor conduct in lessons resulting in the disruption of learning of other students.
- Poor conduct at break and/or lunchtimes.
- Serious breaches of Health and Safety resulting in students or staff being put at risk of injury.

The Principal, will decide whether to exclude a student, for a fixed term or permanently, 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://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_Student\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_Student_referral_units.pdf)

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body will review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a local governing body 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.

**SGS Berkeley Green UTC** will comply with its duty to arrange suitable full-time education for an excluded student from the sixth school day of any fixed period exclusion 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.

## Receiving Students Back into School

Following any fixed term exclusion:

- Students and their parents are to attend a pre-arranged interview with the Headteacher or relevant SLT member.
- Students are placed on Progress Report for two weeks. It will be considered whether a My Plan or Pastoral Support Plan is required.
- It will be considered whether involvement of external agency support would be appropriate.

## **6. 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 pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- to restrain a pupil at risk of harming themselves through physical outbursts.

At the Principal'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
- 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## **7. Bullying.**

It is important that students at the UTC are able to learn in a supportive environment, free from the fear of any form of bullying. No bullying will be tolerated at SGS Berkeley Green UTC. (Refer to Preventing Bullying policy).

## **8. References.**

This policy has been written in conjunction with the statutory requirements from the Education and Inspection Act 2006, the Equality Act 2010 and the guidance on Behaviour and Discipline in Schools from 15th April 2013.

For more information on Pastoral Support Plans please see:

<https://www.gloucestershire.gov.uk/media/17056/psp-guidance-for-schools-sept-em-4a.pdf>