



## UTC Cambridge Conduct Policy

Lead member of SLT: Director of Student Progress  
Designated Governor: Chair of Full Governing Body

### Vision

UTC Cambridge: Delivering Future Scientists

### Mission

Through an innovative curriculum, developed with leading scientists from industry and academia, UTC Cambridge builds bespoke learning solutions delivered in a state of the art science and technology environment that empowers students to manage their academic and career development.

### Values

We set ourselves challenging goals, are agile and resilient, to achieve our personal best. By respecting one another we enhance our experience and benefit from different perspectives.

We take individual responsibility, ensuring team delivery.

By respecting our environment, our world, we make a difference.

We celebrate positive contribution and aspire to excellence.

We are morally and ethically responsible in scientific and environmental innovation.

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Review date: August 2017

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## 1. Introduction

- 1.0 UTC Cambridge has a culture of work place appropriate conduct, sanctions and rewards. This culture expects all staff, students and partners to exhibit appropriate conducts for employment, lifelong learning, academic achievement and career success. This culture is intended to develop and reinforce individual aspiration and commitment. We believe in a “model, mentor and monitor” philosophy whereby all students, staff and partners demonstrate good citizenship and British values locally, nationally and globally. Our values further drive a culture of responsibility, respect, consideration for others, dialogue, accountability for actions and support for change.
- 1.1 UTC Cambridge provides opportunities for learning and working in a caring, supportive and positive environment. The conduct policy is a statement of good practice that covers all aspects of UTC Cambridge and contributes to the development of an inclusive ethos and the maintenance of appropriate workplace conduct. Everyone at UTC Cambridge is expected to work within the philosophy of “model, mentor and monitoring” in order to create an atmosphere conducive to maximising individual potential.

## 2. Aims and Objectives

- 2.0 UTC Cambridge conduct policy aims to:
- I. Ensure a consistent approach to the positive management of conduct
  - II. Place an emphasis on rewarding positive conduct
  - III. Promote conduct that will maintain a positive ethos in and around UTC Cambridge
  - IV. Create an environment conducive to effective teaching, learning and achievement
- 2.1 There are six objectives to the policy:
- To secure a positive climate for learning for all students
  - To prepare students to be successful in the workplace
  - To prepare students to be active members of the British and Global community
  - To engender a passion for lifelong learning and healthy, environmentally friendly lifestyles
  - To provide a framework for managing and improving conduct of students who behave negatively towards themselves, or others
  - To deal fairly but robustly with persistently disruptive students

## 3. Principles

- 3.0 To achieve the aims of the policy:
- I. All members of UTC Cambridge community are entitled to learn in a secure and safe environment
  - II. UTC Cambridge partners, staff and students will MODEL positive conduct
  - III. UTC Cambridge partners, staff and students will MENTOR each other using the positive statement “At UTC Cambridge we ....” Training will be given to all community members in the use of this statement.
  - IV. UTC Cambridge partners, staff and students MONITOR each other’s conduct and citizenship by reporting repetitive minor incidents and single major incidents of poor conduct or citizenship

- V. All members of UTC Cambridge community will be listened to and responded to. Good conduct will be rewarded
- VI. Sanctions will always be applied consistently
- VII. Students should act as ambassadors on UTC Cambridge trips, work placements, sporting events and journeys to and from UTC Cambridge
- VIII. All staff should promote the development of students' social, emotional and self-regulatory skills
- IX. UTC Cambridge community members understand and accept the principles on which the Conduct Policy is based.

## 4. Definitions

- 4.0 UTC Cambridge believes that workplace acceptable conduct promotes student confidence, effective communication with adults and independent learning. Through this, pupils will be able to demonstrate and promote British values. These are values of democracy, the rule of law, individual liberty and mutual respect and tolerance.
- 4.1 At UTC Cambridge we demonstrate Good Citizenship by:
- I. ensuring our environment is better than we found it
  - II. ensuring that people around us are well looked after and have their wellbeing supported as best as possible.
  - III. ensuring we have worked productively, completing assignments and enhancing teamwork
- 4.2 At UTC Cambridge we avoid unacceptable conduct, we understand that we are accountable for our actions, and we make right our mistakes. Unacceptable conduct and consequences are explained in appendix 3.

## 5. Roles and Responsibilities

### A. Governors

The governors of UTC Cambridge will:

- I. Ensure UTC Cambridge has a conduct policy;
- II. Ensure that the policy is available to parents;
- III. Ensure that policies and procedures are reviewed regularly.

### B. Principal

The Principal of UTC Cambridge will:

- I. Ensure the policy adopted by the governors of UTC Cambridge is fully implemented and followed by the whole UTC Cambridge community;
- II. Ensure effective implementation of the policy;
- III. Ensure an adequate budget is ring fenced for effective rewards;
- IV. Ensure a culture of learning, innovation and inclusion;
- V. Impose sanctions up to and including expulsion for zero tolerance activities or a pattern of inappropriate conduct.

### C. Director of Progress

The Director of Progress will:

- I. Prepare and update the conduct policy in line with legislation;

- II. Report to SLT monthly on conduct patterns
- III. Report to the Principal or designate on conduct matters
- IV. Report to the governors on request.
- V. Monitor, review and evaluate the effectiveness of the policy through consultation with representatives of the whole company and parents.
- VI. Organise appropriate staff training and awareness raising sessions;
- VII. Ensure all new staff are trained in the UTC Cambridge philosophy of modelling, mentoring and monitoring in addition to the conduct policy and procedures;
- VIII. Coordinate the procedures for dealing with conduct issues;
- IX. Oversee the investigation of all conduct issues using approved procedures;
- X. Ensure that all students and parents are fully aware of the contents of the conduct policy and sign the UTC Cambridge home school agreement;
- XI. Ensure that opportunities exist both around UTC Cambridge and within the curriculum to promote a positive, supportive and secure environment which gives students a sense of being respected and valued;
- XII. Ensure that all incidents of poor conduct are challenged and recorded consistently;
- XIII. Ensure that rewards/positive reinforcement is standard practice and all staff are constructive and positive with their feedback to students and each other

#### D. Head of Key Stage

The Head of Key Stage must:

- I. Demonstrate the philosophy behind the policy and the procedures for dealing with conduct issues;
- II. Work with the Director of Progress to implement the policy consistently and effectively;
- III. Be responsible for the administrative processes surrounding the conduct and rewards policy for students in their Key Stage;
- IV. Liaise with form tutors and teaching staff to support students' conduct in learning areas, communal areas, on trips, online, and to and from college;
- V. Liaise with parents regarding student positive and negative conduct including instances of bullying;
- VI. Effectively mediate problems between students and instances of bullying.

#### E. All Staff

All staff at UTC Cambridge will:

- I. Ensure they are fully conversant with the conduct, anti-bullying policy, rewards procedures and appendices;
- II. Ensure that any poor conduct is challenged and reported consistently according to the procedures outlined;
- III. Not tolerate low level disruption allowing all students to learn optimally;
- IV. Ensure that any suspected incidents of bullying are reported;
- V. Ensure that all incidents of bullying are recorded.

#### F. Parents/Carers

All students at UTC Cambridge will:

- I. Subscribe to the code of conduct as outlined within this policy and the dress code;
- II. Be prepared to express their views on policy and procedure through parent consultation opportunities.

#### G. Students

All students at UTC Cambridge will:

- I. Subscribe to the code of conduct as outlined within this policy, including an appropriate dress code;
- II. Be prepared to express their views on policy and procedure through the Student Government.

## 6. Implementation

- 6.0 All staff, students and parents have an obligation to implement the policy and must recognise that conduct that disrupts a student's own learning or that of others cannot and will not be tolerated.
- 6.1 UTC Cambridge has a code of conduct for conduct in class/outside of class and general expectations that will form the basis of a home–UTC Cambridge agreement for all students.
- 6.2 Parents and students will be expected to sign an agreement as an indication of support. See in Appendix 1.**
- 6.3 The conduct policy will be communicated to all new and existing students through the student handbook, Student Government meetings, assemblies, tutor time and within the curriculum. It will be communicated to parents through the home–UTC Cambridge agreement, prospectus and UTC Cambridge website.
- 6.4 Staff will be consulted during the annual review of the policy. The implementation of the policy will be assessed and managed through staff training and meetings regarding conduct, new staff will be familiarised with the policy during induction. Each year there will be INSET for all staff to support them in modelling, mentoring and monitoring conduct and to continue to create a positive culture in the college.
- 6.5 The procedures are set out in four appendices:  
Appendix 1: Code of Conduct, Home-UTC Cambridge agreement and expectations  
Appendix 2: Student rewards  
Appendix 3: Actions to improve conduct  
Appendix 4: Examples of conduct and how they are categorised  
Procedures for managing escalating or seriously disruptive conduct  
Procedure for parental involvement  
Conduct trigger points

## 7. Rewards

- 7.0 Praise and rewards will be promoted in the life of UTC Cambridge. Students will receive recognition for making positive contributions to UTC Cambridge. Such contributions include achievement, effort and appropriate workplace conduct. Praise and rewards are not limited to those whose learning is outstanding, but will also include supportive conduct towards others, a consistently high level of effort, exceptional contribution to the wider community, outstanding attendance and other good work practices. This will be monitored by Heads of Key Stage and Director of Progress. See Appendix 2.

## 8. Actions to Improve Conduct

- 8.0 Students should expect sanctions to be applied for poor conduct, which makes clear distinctions between serious and minor infringements of expected standards. Sanctions will be applied fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate. [See Appendix 3.](#)
- 8.1 All staff at UTC Cambridge have a statutory power to impose sanctions. When applying sanctions all staff will make clear they are dealing with the displayed conduct. Early escalation to severe sanctions should be avoided, reserving them for the most major or extreme poor conduct. Sanctions will always take account of individual needs, age and understanding. Staff will avoid whole-group sanctions that punish the innocent as well as the guilty. Sanctions will be applied in a calm and controlled manner and seen as inevitable and consistent.

## 9. Intervention and Prevention Strategies

- 9.0 As part of the modelling, mentoring and monitoring philosophy, UTC Cambridge will use a range of strategies for intervention and prevention, which will take into account the needs of individual students. Interventions will always be implemented with the aim of restoring or improving safety and a focused learning environment. In situations of a pattern of inappropriate conduct in a particular classroom, the Head of Faculty will support the teacher and student in liaison with the Head of Key Stage. Where the pattern of inappropriate conduct carries across two or more subject areas and/or outside the classroom, the Head of Key Stage will coordinate the interventions in liaison with the Heads of Faculty.
- 9.1 Strategies may include:
- I. Conduct review
  - II. Academic mentoring
  - III. Student peer mentoring
  - IV. Additional study support
  - V. Individual development plans
  - VI. Review meetings with SENDCO to develop further strategies to aid improvements in conduct
  - VII. Tutor mentoring
  - VIII. Management / SLT mentoring
  - IX. Employer / Ambassador mentoring
  - X. Organising strategies and activities to help students cope with specific types of poor conduct e.g. counselling, anger management or smoking cessation courses
- 10.2 The appropriate strategies will be explored through discussions between the Director of Progress, Heads of Key Stage, tutors, Heads of Faculty, teachers, SENDCO and students. UTC Cambridge undertakes formal EHCP reviews of the educational needs of students annually but other reviews may be necessary throughout the academic year. These will be taken into consideration when deciding on the appropriate strategies to ensure support for change. UTC Cambridge will also involve external agencies where appropriate for the purposes of student education and guidance.

## 10. Investigating incidents

- 10.0 UTC Cambridge investigates all reported incidents of student misconduct. Parents/carers will be notified according to procedures outlined in [Appendix 3c](#), of incidents of poor conduct in which their child has been involved. Staff will receive training, support and advice for the conduct of any investigations, including the recording of evidence and the taking of witness statements. Where it is appropriate, UTC Cambridge will notify the police and other relevant bodies of incidents. Feedback from any investigation undertaken is provided to relevant persons together with recommendations for action. A copy of the results of all investigations undertaken will be held on record in student files.

## 11. Exclusion

- 11.0 While UTC Cambridge will take all reasonable steps to meet individual needs and help individuals to improve, UTC Cambridge will not tolerate conducts which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

In line with UTC Cambridge's Exclusion Policy, exclusions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the *Behaviour for Learning Policy*:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening conduct against student
- Verbal abuse/threatening conduct against an adult
- Indecent behavior/ Sexual misconduct
- Vandalism and damage to property
- Smoking
- Drug and alcohol related conduct
- Bullying
- Non-inclusive behavior e.g. racism, sexism and homophobia
- Theft
- Weapons related incidents/possession
- Persistent disruptive behaviour
- Posing a health and safety threat

Also in line with the exclusion policy, UTC Cambridge will not tolerate persistent and defiant conduct over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's conduct would be deemed to be seriously harming the education and welfare of the student or others in UTC, thus placing the student at high risk of permanent exclusion.

For further detail on the circumstances in which UTC Cambridge will either use a fixed term or permanently exclude a student, refer to the Exclusions Policy.

## 12. SLT Support

12.0 UTC Cambridge will operate an 'SLT support' system to provide additional support to staff and students in the learning areas. At all times of the day a senior member of staff will be available to deal with any situation arising in a learning area where there has been an irretrievable breakdown which is beyond the control of the teacher and is disrupting the lesson.

### **13. Monitoring and review**

13.0 UTC Cambridge will review this policy annually and assess its implementation and effectiveness.



## Appendix I

### UTC Cambridge Code of Conduct

#### Model, Mentor and Monitor exemplary work place standards

##### In Class and private study

- Attend every scheduled lesson including private study
- Be punctual
- Be appropriately dressed
- Bring the correct equipment to all learning sessions
- Be actively engaged with the work set
- Have high expectations and standards for yourself and others
- Ask relevant questions
- Ask for help understanding and developing your learning
- Take personal responsibility for your health and safety at all times
- Be aware how you affect others and the environment
- Report accidents, misconduct and damage immediately
- Use electronic devices for work only

##### In Transition

- Move safely and courteously around the college
- Eat and drink in the Strand Café and designated outdoor areas only
- Play games and sports with a supervising staff member and only in designated Long Road sports facilities, not on UTCC property.

##### In General

- Behave towards others with integrity, honesty, courtesy, consideration, respect and dignity
- Contribute to maintaining a working environment in which any form of harassment is unacceptable
- Take care of our learning environment
- Act appropriately and responsibly with regard to UTC Cambridge's property and resources
- Respect other people's property and equipment
- Report any damage that you see
- Be aware of your surroundings
- Be inclusive

## Appendix 1b.

### Home/UTC Cambridge Agreement

We aim to “Deliver Future Scientists” by providing all our students with a comprehensive STEM and sustainability curriculum through academic studies alongside challenge projects, master classes and workplace visits, equipping students for employment, apprenticeships and higher education.

The aim of this agreement is to reinforce to students, parents, staff, governors and partners that they have an equally important part to play in helping each individual student to make the best use of the opportunities available at UTC Cambridge. Student success is built upon an open and supportive partnership between us.

We believe in a “model, mentor and monitor” philosophy whereby all students, staff and partners demonstrate good citizenship and British values locally, nationally and globally. Our values further drive a culture of responsibility, respect, consideration for others, aspiration, hard work, dedication, innovation, accountability for actions, dialogue and support for change.

#### Students

Each student agrees to:

- Model, mentor and monitor exemplary workplace conduct
- Be actively engaged in learning
- Make a positive contribution to UTC Cambridge
- Respect oneself, other students, staff and partners
- Be appropriately dressed for the workplace
- Comply with Health & Safety regulations
- Attend regularly, punctually and prepared for the day
- Behave in a self-disciplined manner at all times
- Adhere to the Code of Conduct

#### Students can expect to:

Be valued, encouraged and listened to;

- Be set challenging work that is marked regularly;
- Have frequent feedback on progress;
- Be rewarded for positive contributions to UTC Cambridge;
- Have conduct monitored and appropriate disciplinary action taken when conduct falls short of work place standards;
- Have their parents regularly informed of progress, attendance and conduct;
- Have a safe and caring environment to work in;
- Receive advice, care and support when needed from all staff.

#### Parents and carers

Each parent/carer has an important responsibility to work closely with his/her child to support his/her achievement at UTC Cambridge. Parents and carers agree to:

- Ensure your child attends regularly and punctually as required by law;

- Keep UTC Cambridge informed of anything you believe might affect your child's progress in UTC Cambridge especially absence, illness and changes to the family situation;
- Refrain from taking holidays in term time;
- Take an interest in your son/daughter's education;
- Attend review and progress meetings with your son/daughter's tutor and teachers;
- Support the dress code;
- Support the implementation of UTC Cambridge's code of conduct;
- Send your son/daughter's prepared for UTC Cambridge day with all books and equipment;
- Seek support from the Senior Leadership Team if meeting this agreement is becoming a burden to your family or if you are not satisfied with any service UTC Cambridge is providing.

### **UTC Cambridge will ensure:**

- Parents and carers are informed of progress towards academic, personal and career targets/goals;
- Parents and carers are informed of conduct concerns as outlined in appendix 3C;
- Parents and carers are informed of all absences;
- Parents and carers are included in discussions concerning interventions, mediations and transitions.

### **UTC Cambridge Governors will ensure that:**

- They carry out their legal responsibilities to UTC Cambridge
- UTC Cambridge policies and procedures provide a safe and caring environment for every student
- Funding is used responsibly to provide equitable curriculum and support services;
- They will meet regularly to carry out their function;
- They will visit UTC Cambridge regularly to understand, challenge and support the vision, mission and values.

Signed: \_\_\_\_\_ (Student)                                  Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Parent/Carer)                                  Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Tutor)    Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Head of House)                                  Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (D. of Progress)                                  Date: \_\_\_\_\_

## Appendix 2 Student Rewards – the Credit System

Following the Model, Mentor and Monitor philosophy will mean all students will gain rewards and recognition. This includes receiving praise, recognition and credits.

### Key Rewards System Principles:

- Students will be rewarded for effort, achievement, conduct and hard work through the issuing of credits
- Credits will be accumulated towards Awards and Prizes distributed at key points during the academic year
- Major Awards will be presented personally by the Principal or designate and a certificate sent home
- All credits will be recorded electronically by the issuing member of staff
- Rewards and credits will also feed into the house system

Reasons for rewards	Implementation
<b>Effort example</b> Consistently high quality of work and achievement in relation to ability	Subject teacher to reward with a credit and record on system
<b>Achievement</b> Improved or high attainment within work and assessments	Subject teacher to award credits and record on system
<b>Citizenship</b> Caring for the UTC Cambridge environment and the world around you	Member of staff to award credits and record on the system
<b>Conduct</b> Exceptionally positive, helpful and supportive conduct towards others	Member of staff to award credits and record on system
<b>Attendance</b> 100% half termly attendance	Head of House to award credits and record on system
<b>Leadership</b> Showing leadership around the college	All members of staff to award credits and record on system

### Awards and Prizes:

At key points in the academic year, certificates and awards will be allocated according to accumulation of points. Other awards are available and based on nominations by staff members. These points will also go towards individual and House point totals.

Examples of awards and/or certificates include;

- 100% Attendance
- Positive Contribution to College
- Team leadership

## Appendix 3 Guidance to improve conduct

### Examples of conduct and how they are categorised

<b>Minor Entry level 1</b>	<b>Major Level 2</b>	<b>Extreme Level 3</b>
<b>Failure to follow the instructions of a supervisor</b>	Pattern of minor poor conduct	Violent conduct
<b>Preventing self/others from working/learning</b>	Use of foul language, particularly when targeted at individuals.	Assault
<b>Unprepared or ill-equipped to work/learn</b>	Inappropriate use of technology / social media	Wilful damage to property
<b>Insolence (verbally and/or body language)</b>	Theft	Possession/use of illicit substances including drugs and alcohol
<b>Dress code infringement including inappropriate dyeing of hair</b>	Defiance	Harassment
<b>Minor health and safety infringement</b>	Major health and safety infringement	Deliberate, major health and safety incidents
<b>Vulgarity</b>	Smoking including e-smoking on UTC Cambridge, Long Road Sixth Form, Addenbrookes grounds/campus and surrounds.	Patterns of inappropriate conduct unresponsive to intervention
<b>Unexcused lateness</b>	Failure to be inclusive including bullying, racism and harassment	
<b>Inappropriate physical expressions of affection or sexuality</b>	Fighting	
<b>Truancy</b>	Minor damage to property	Major damage to property
<b>Out of bounds including being unsupervised in a lab</b>		
<b>Not completing private study tasks</b>		

## Appendix 3 Guidance to improve conduct

### Examples of conduct and sanctions

Students should expect sanctions to be applied for poor conduct, which makes clear distinctions between serious and minor infringements of expected standards.

<b>Conduct</b>	<b>Consequence of conduct</b>
<b>Not completing private study tasks</b>	Loss of privilege, assigned to work in a classroom with a member of staff who will monitor work set is completed
<b>Persistent preventing self/others from working/learning</b>	Conduct Review which involves identifying specific goals for improvement
<b>Pattern of minor conduct</b>	Conduct Review which involves specific goals for improvement
<b>Dress code infringement including extreme hairstyle or colour.</b>	Phone call home, discussion of infringement. If persistent, loss of privileges/ extracurricular activities etc
<b>Unexcused lateness and or truancy</b>	Loss of privileges/ extracurricular activities etc
<b>Minor damage to property</b>	Restitution – includes paying for damage to property in addition to mandated community service – can include grounds maintenance etc
<b>Wilful damage to property</b>	Restitution – includes paying for damage to property and possible fixed term exclusion following investigation
<b>Inappropriate use of technology / social media</b>	Loss of BYOD wifi/YouTube etc in addition to mandated community service – can include grounds maintenance etc
<b>Minor health and safety infringement</b>	Mandatory participation in health and safety talk to raise awareness of actions and consequences
<b>Major health and safety infringement</b>	Exclusion from practical activities for a fixed period and participation in health and safety talk
<b>Patterns of inappropriate conduct unresponsive to intervention</b>	Possible fixed term exclusion following investigation and mandated attendance at intervention / training / mediation
<b>Violent conduct/Assault</b>	Fixed term exclusion from college - possible placement at offsite provider following investigation
<b>Failure to be inclusive including bullying, racism and harassment</b>	Following investigation, possible fixed term exclusion and mandated attendance at intervention / training / mediation etc
<b>Possession/use of illicit substances including drugs and alcohol</b>	Fixed term exclusion from college. Following investigation, permanent exclusion from UTC Cambridge may be enforced

**C. Procedures for managing escalating or seriously disruptive conduct**

**PUPIL ACTIONS**

**Examples**

**Protocol**

**Level 1**  
 - Problems arising from academic report card  
 - Increase in poor conduct

**Form tutor mentoring**  
 - Meeting documented on mentoring form on SIMS  
 - Student and Head of house provided with copies and reviewed after two weeks

**Level 2**  
 - Repeated minor disruption  
 - No improvement following tutor mentoring

**First verbal warning - Head of Keystage**  
 - Recorded, parents and student provided with details  
 - Reviewed after four weeks

**Level 3**  
 - Major conducts  
 - No improvement following verbal warning

**Formal procedure - Head of Key Stage**  
 - Develop individual development plan to highlight areas of poor performance or conduct  
 - Develop strategies to overcome these problem areas  
 - IDP printed and posted to parents and student to formalise procedure

**Level 4**  
 - Extreme level conduct displayed  
 - No improvement following

**Formal disciplinary - Director of Progress**  
 - Parents invited for formal meeting  
 - IDP presented and discussed  
 - Disciplinary procedure taken (see appendix)  
 - Reviewed after four weeks

**Level 5**  
 - No improvement following formal procedure

**Seeking external opportunities - Principal, Director of Progress and Do Career Pathways**  
 - Parents invited for formal meeting  
 - Options for student discussed with parents to ensure a smooth

## D. Procedures for parental involvement

Action	Monitoring and recording	Parental/carer Notification
Entry level	Teacher logs conduct on SIMS and informs form tutor. Conduct Review takes place.	Informed by email where necessary (e.g. for health and safety infringements)
Level 1	Form teacher mentoring	Informed by telephone and copy of mentoring emailed
Level 2	First verbal warning recorded on SIMS by Head of Key Stage and reviewed after four weeks All staff informed of incident	Informed by telephone and details of incident emailed
Level 3	*Formal procedure - individual development plan developed to highlight areas of poor performance or conduct and targets reviewed after six weeks (recorded on SIMS)	Informed by telephone and invited for a meeting with the Head of House to formalise procedure
Level 4	*Formal disciplinary procedure – incidents recorded and logged on SIMS. Parents invited to meeting with Director of Progress	Parents/Carers contacted by telephone and invited to attend a meeting with the Directory of Progress Reintegration meetings to discuss conduct, review development plans and next steps
Level 5	**Seeking external opportunities – Formal meeting with Principal, Director of SProgress and Head of Careers.	Parents/Carers contacted by telephone and invited to attend a meeting to discuss conduct and next steps

\* Fixed Term exclusion for varying length of time (no more than 5 days) with appropriate work. All parents will be notified of this procedure in advance. Reintegration (phased reintegration may be used) meeting with parents held and all procedures and development plans reviewed and updated.

\*\*Permanent exclusions require approval from the Chair of Governors

\*\*\* In cases where there is a threat to the Health & Safety of students, staff or general wellbeing at UTC Cambridge one or more of the stages may be omitted and stage Four or in sufficiently serious situations Stage Five may be invoked. Exclusions are a final sanction and follow DFE guidelines.



## E. Staff Guide to consequences and rewards

1.0 Consequences are subdivided into two sections, that being dealt with and that being referred to. This is dependent on the member of staff referring to this guide's seniority and therefore the level of appropriateness for that member of staff to act on a situation.

As a work-place modelling environment at UTC Cambridge, we are committed to building a prosocial environment in which we develop each student's academic, technical and interpersonal skills. The pastoral team is committed to equality and diversity within the student body and as such encourage a stance of integration and reintegration of students who infringe on the conduct policy.

1.1 In cases of incidents of poor conduct requiring a consequence the following series of actions is advised

- Speak to student to explain consequence before carrying it out
- Complete a record of the conduct onto SIMS if appropriate. This is important for fact collecting in case a situation escalates, and is referred to a member of the Senior Leadership Team.
- If needed, call a member of the Senior Leadership Team for support. They can be called from the executive suite or from their lessons where absolutely necessary.
- Contact parents if appropriate, seek advice from Head of Key Stage if unsure.
- Feed back details of the event to the rest of the staff team via email or in staff briefings/meetings.
- Consequences advised in these cases are to send the student/s out of class for five minutes or to move them to another seat in the classroom.

1.2 In cases of conduct incidents that are being referred to a Head of Faculty or Key Stage, the following series of actions is advised

- Speak to student to explain the reason for a referral to be made beyond the member of staff who witnessed the incident.
- Complete a record of the conduct onto SIMS. This is important for fact collecting in case a situation escalates, and is referred to a member of the Senior Leadership Team.
- Referral member of staff speaks to the student and sets consequence.
- The student's parents are contacted.
- Feed back details of the event to the rest of the staff team via email or in staff briefings/meetings.
- Consequences advised in these cases are diverse to tailor to different situations and are as follows...
  - 1) to elect a Conduct review with an appropriate member of staff.
  - 2) UTCC internal community service over several breaks, this can involve one or a combination of litter picking, tidying of the Strand after lunch, the stamping of library

books, assisting technicians, assisting admin staff, cleaning the minibus, one to one workshops e.g. anger/anxiety management and finally cleaning the changing rooms.

2.0 Rewards are subdivided into two sections, that being dealt with and that being referred to. This is dependent on the type of reward being referred, and a member of staff should refer to the appropriate member of management.

2.1 In cases of conduct requiring a reward that are being dealt with the following guide is advised. You are encouraged to praise the student, other practical approaches includes a certificate from the teacher, special mention in assemblies and reward points on SIMS.

2.2 In cases of conduct requiring a reward that are being referred on, the following guide is advised. A certificate from the senior leadership or pastoral team, a recognition meeting with the pastoral team or a recognition meeting with the Principal. Please also speak to the student to explain the reason for the referral onto the pastoral team.