THE HOWARD
Academy Trust

WATERFRONT
UTC
a University Technical College
for year 9-13 students

Waterfront UTC

Behaviour/Student Discipline Policy

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Behaviour / Student Discipline Policy

1 Introduction

1.1 Waterfront UTC (Academy)'s behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across the Academy. Good behaviour and self-discipline lead to effective learning and helps prepare children and young people for work and life beyond our Academy.
It is the responsibility of the Academy to provide students with a high-quality education, and to prepare them for life beyond the Academy gates. As such, it is vital that we help our students to understand the fundamental relationship between actions and consequences. Positive actions result in rewards; negative actions result in sanctions. This Policy clearly sets out our expectations for student behaviour at Waterfront UTC, and the consequences of positive and negative behaviours.

1.2 To achieve this, we have clear rules and routines to ensure that all students reach their potential academically and are successful in social situations. Our core beliefs are "Provide a safe environment for everyone. Endeavor to create a culture of dignity, respect and trust. Engender professionalism and leadership to make a positive difference. Inspire and motivate to achieve enduring excellence", these are achieved through our four core pillars which underpin the culture we endeavour to create. These are:

- Professional - through behaviour and through interaction with others
- Inquisitive - in our learning to stretch and further develop.
- Engaged - in a curriculum that broadens opportunities.
- Resilient - when overcoming challenges to help succeed.

1.3 These pillars are interwoven through the Academy and ensure our core beliefs are delivered and equips students for their future and supports them in understanding how to make the right choices around their behaviour throughout their lives. Student behaviour is a product of a variety of influences including their relationship with themselves, their relationship with others and their relationship with the curriculum. Codes of conduct apply before, during and after the Academy Day. They set behaviour expectations for the classrooms, the corridors, break time and lunchtime as well as the journey to and from the Academy.

1.4 This policy outlines the high behavioural standards we expect from all our students, and the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the Academy's Exclusion Policy, Anti-Bullying Policy, Special Educational Needs & Disability (SEND) Policy and Child Protection Policy, all of which can be found on the Academy's website. It will be reviewed annually.

1.5 In education law and this policy, a 'parent' is a biological or adoptive parent of a student (irrespective of whether they have care of, contact with or parental responsibility for the student), along with other persons who are not the biological or adoptive parent of the student, but who have care of and/or parental responsibility for the student.

1.6 Context

The expectation is that adults treat students with respect and model how they want students to behave at all times. Expectations of students at WUTC is very high and mirrors the raised expectations of the workplace. Teachers expect students to actively take part in lessons and follow the WUTC rules. UTCs prepare students for a transition into the world of work. Students that attend the UTC have a unique opportunity to learn in a specialist environment and work with several employer sponsors within the Engineering and Construction industry. It is vital that we have the highest conduct expectations for all our students to help prepare them for the next phase of their life.

2 Aims and objectives.

2.1 By setting high standards of expected behaviour, the Academy aims to:

- Promote positive relationships that safeguard and promote the welfare of students, creating an effective learning environment.
- Maximise the quality of the learning experience for all students, enabling everyone to learn effectively.
- Enable students to understand the implications of their behaviour, to control their own behaviour and, most importantly, to take responsibility for their behaviour.
- Ensure every member of the Academy community feels valued, respected and treated fairly.
- Provide an ethos and environment within which everyone feels safe.
- Foster discipline and mutual respect between students and their peers, and between staff and students.
- Raise awareness amongst students to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety.
- Raise awareness amongst students for the need to recognise and manage their emotions and reactions.
- Support students whose behaviour within the Academy environment is challenging or who may find friendship and cooperation difficult.

2.2 The Academy recognises the importance of going beyond the basic expectations and places importance on developing the 'whole' student. Drawing on guidance from education and industry partners, including the Academy's' trustees and employer partners, the Academy promotes employability and the following 4 core pillars, PIER attributes — Professional, Inquisitive, Engaged, Resilient, — giving students opportunities during the Academy year to develop these attributes through the taught curriculum, co-curriculum, enrichment opportunities, and through employer events, tasks and activities.

3 Application of Policy

3.1 This policy applies to all members of the Academy community.

3.2 The Academy uses the Arbor system to track and monitor student behaviour and to keep parents informed of this. Parents are strongly encouraged to enable notifications on their phones and regularly check their emails to avoid missing information.

3.3 Misbehaviour outside of Academy Rationale
We have a statutory power to discipline students for misbehaving outside of the Academy premises. Section 89(5) of the Education and Inspections Act 2006 gives us a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable." The misbehaviour could be witnessed by a staff member or reported to the Academy.

3.4 The Academy is permitted to impose sanctions for criminal and non-criminal behaviour that takes place outside of the Academy/off the Academy's site, where it is reasonable to do so. This may happen, for example, where allegations of bullying, unacceptable online activity or altercations take place outside of Academy and are then brought to the Academy's attention.

3.5 When students are out of the academy, they continue to represent the Academy as members of the Academy community. When travelling to and from Academy, when in uniform and/or at events organised by the Academy, or when students are in some other way identifiable as students of the Academy, students must think about how their actions reflect on themselves and the Academy. Behaviour that is not in line with the Academy's values and beliefs will almost always result in sanctions being imposed.

3.6 When deciding whether it would be reasonable to impose a sanction for non-criminal poor behaviour outside of the Academy, staff will consider:

- Whether the student is taking part in any Academy-organised or Academy-related activity, travelling to or from the Academy, wearing Academy uniform, or is in some other way identifiable as a student at the Academy at the time of the poor behaviour.

- The severity of the poor behaviour, whether it could have repercussions for the orderly running of the Academy, and whether it poses a threat to another student or member of the public or could adversely affect the reputation of the Academy.

3.7 The punishment will be proportionate to the misbehaviour and could be up to and including a fixed term suspension or permanent exclusion.

4 Roles and responsibilities

4.1 All members of the Academy community are expected to comply with this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations for each section of the Academy community are set out in detail below.

4.2 Board of Trustees

4.3 The trustees will work with the central team and each respective academy's senior leadership team to set the ethos and a set of core values that promote high standards of expected behaviour

from students attending its academies. Trustees will monitor and evaluate the impact of the behaviour policy and will hold the CEO and principals to account for its implementation. Trustees will ensure that they and local governors receive relevant training on suspensions, exclusions, behaviour and discipline at least every 2 years.

4.4 The Chief Executive Officer

4.5 The CEO will ensure that this behaviour policy is applied consistently. The CEO will report back to the trustees on educational outcomes, behaviour management, support strategies, and early intervention for students requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.6 Local Governing Body

4.7 Local governors in each of the academies in THAT will review and monitor the application and implementation of this policy by receiving regular reports from the academy principal on behavioural sanctions and support put in place for students at the academy. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the principal. Local governors will analyse the recorded data on searches/removal from classrooms, and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

4.8 Principal

4.9 In each THAT academy, the principal, with support from their respective senior leadership team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led and effectively managed, and that staff regularly and effectively self-evaluate their behaviour management strategies. The principal will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully, and the use of removal from the classroom is used appropriately and not having a disproportionate effect on students sharing particular protected characteristics. The principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.10 Staff

4.11 All staff will:

- Communicate the contents of this policy to all students and parents to ensure that the expectations are transparent to all students and parents, and that expectations of and responses to behaviour are consistent, fair, proportionate, and predictable. Staff will do this by set out how the students will be routinely reminded of expectations, e.g., assemblies, part of PHSE, discussed as part of student induction to the Academy, etc.
- Apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND, as well as the additional challenges that some vulnerable students may face.
- Make reasonable adjustments for disabled students, as required.
- Promote a teaching and learning ethos which encourages all students to attend and participate in lessons, whatever their level of ability or need.
- Model positive behaviour.
- Not tolerate disruption to teaching, learning or Academy routines, and take proportionate action to restore acceptable standards of behaviour.

- Challenge students to meet the Academy expectations and maintain the boundaries of acceptable conduct.
- Record incidents of poor behaviour and any given sanctions in the student's behavioural log.
- Provide praise and rewards and reinforce positive behaviour.
- Deal with incidents of bullying, discrimination, aggression, and derogatory language quickly and effectively.
- Focus on de-escalation and preventative strategies rather than being solely reactive.
- Consider the welfare of the whole academy community and ensure that the majority of students' education is not jeopardised by the disruptive behaviour of a minority of students.
- Contribute to the development of systems which support and reinforce positive behaviour.
- Recognise that there may be contributory factors which affect students' behaviour and respond according to individual need.
- Identify students who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve student behaviour and provide support. This could include:
    - More frequent engagement with parents.
    - Home visits.
    - Mentoring and coaching.
    - Report cards.
    - Engaging with local partners and agencies to address specific challenges.
    - Consideration of whether a multi-agency assessment such as early help or education health and care plan is required.
    - Designing an individual behaviour plan and/or a pastoral support plan and/or individual provision maps, with set targets and support strategies embedded within.
    - Contacting parents if there is a problem with attendance, punctuality, or equipment, and about any concerns or problems that affect their child's work or behaviour.
    - Setting, marking, and monitoring homework, and providing facilities for children to do homework in the academy, if required.
    - Sending parents an annual written report on their child's progress and arranging parents' evenings, during which progress will be discussed.
    - Engaging with and attending all training and development sessions to continually improve behaviour management and learn from best practice.

4.12 Parents

4.13 Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- Support the academy in the application and enforcement of this policy.
- Inform the academy of any challenging behaviour exhibited at home, special education needs, or changes in circumstances that may account for changes in their child's behaviour.
- Ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped.
- Work with the academy in support of their child's learning.
- Attend virtual or in person meetings at the academy with staff to discuss their child's behaviour and adhere to any parenting contracts put in place.
- Inform the academy in writing of any medication their child needs to take (see the supporting children with medical needs policy).
- Support their child in homework and other opportunities for home learning.
- Attend parents' evenings and discussions about their child's progress, if reasonably possible.
- In the case of suspension, provide appropriate supervision for their child during the first five days of suspension, ensure that their child is not present in a public place during academy hours

without reasonable justification and, if invited, attend a reintegration interview at the academy with their child.

4.14 Students

4.15 The rights and responsibilities of students are set out at the Annex to this policy, along with a list of the academy rules to which all students must adhere. Reminders of the academy rules and expected standards of behaviour are upon walls in classrooms and situated around the academy. Students are expected to have a positive attitude and maintain high expectations for themselves.

4.16 Students have the following rights and responsibilities:

Rights	Responsibilities
To feel safe both in and out of the classroom.	Have regard for your own safety and that of others and care for Academy equipment/resources/environment.
To learn, free from the disruption of others.	Be prepared to engage in class and be involved with learning.
To be valued and have good work recognised and rewarded.	Accept and learn from any sanctions that you receive.
To receive help and support, where requested.	Follow staff instructions and seek help when needed.
To be listened to (at an appropriate opportunity and time) and respected.	Respect yourself, other people and their belongings.
To be treated fairly.	Be self-disciplined and follow the Academy rules set out below.
To be treated as an individual.	Inform a member of staff when you or another student has breached this policy.

5 Rewards

5.1 The Academy believes that it is important to encourage good conduct throughout the Academy by celebrating and rewarding good behaviour.

5.2 Students may be awarded a range of rewards such as stamps, PIER Points, Golden Tickets, certificates, prizes, rewards and trips across each academic year.

5.3 The House Competition

5.4 The House Championship is a competition based on excellence in all fields. All students have an allocated House — Attenborough, Hawking, Pankhurst, Tull and Turing — and have the opportunity to participate in a wide variety of subject events and whole-Academy competitions.

5.5 Each year, the four Houses compete for The House Cup by partaking in a variety of different events. The House with the most PIER Points at the end of the year is crowned Waterfront UTC House Champions.

5.6 Through the year the Academy holds a large number of House competitions including employer-based tasks, an adapted sports day, and numerous breaks, lunch and after Academy activities.

5.7 PIER Points

5.8 Students can earn PIER Points through Arbor.

5.9 Students collect points and totals are collected on a regular basis by the regards lead. These can be traded at points in the academic year for additional Golden Tickets.

5.10 Golden Tickets

5.11 Golden Tickets are awarded to students for outstanding contributions in lessons and extra positive behaviour in and out of the Academy.

5.12 Students can post these tickets in the main reception; students are then entered into prize draws at key points in the academic year.

5.13 Celebration Assemblies and Prize Giving

5.14 Celebration assemblies are held at Christmas, Easter and at the end of the year.

5.15 These assemblies are an opportunity for year groups to celebrate their own and other students' successes and recognises students' hard work and dedication.

5.16 Clubs and Extracurricular Activities

5.17 The Academy prides itself on offering a wide range of extracurricular activities to enrich the lives of students.

5.18 Every year the Academy offers a variety of enrichment activities, including employer set tasks, employer visits, and specialism driven competitions. As well as this we have numerous clubs and competitions that cater to a wide variety of student interests, these are advertised regularly around the Academy.

5.19 Waterfront UTC Newsletter

5.20 The Academy publishes a newsletter celebrating student achievements. Parents are welcomed to send in good news stories and celebrations for inclusion.

6 Sanctions

6.1 Where a student's conduct falls below the standard which could reasonably be expected of them, the first priority will be to ensure the safety of students and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The academy will impose sanctions (also known as disciplinary penalties) in response to student misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident, and due consideration will be given to the student's age, any special educational needs or disability, and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection, and/or improvement. The academy uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:

- Verbal reprimand.
- A written apology.
- Restoration.
- Confiscation of a student's property.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Academy-based community service or imposition of a task, such as picking up litter, weeding academy grounds, tidying a classroom, helping clear up the dining hall after mealtimes, or removing graffiti.
- Loss of privileges — for instance, the loss of a prized responsibility, or not being able to participate in a non-uniform day or other extracurricular Academy events, such as sports day or prom.
- Removal from a class or groups.
- Prolonged removal from practical activities, and or workshops. As a specialist education provider, we have high expectations and standards when students are working in these areas and as such students who are identified as a risk will be removed from these environments for a set period of time when necessary.
- Internal exclusion.
- Alternative Internal exclusion, this is a placement at an alternative placements Internal exclusion facility.
- Detention, including during lunchtime, after normal academy hours, and at weekends.
- Regular reporting, including early morning reporting, scheduled uniform and other behaviour checks, or being placed on report for behaviour monitoring.
- Education off site for a designated period.
- Suspension or permanent exclusion.

6.3 Academy staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the academy and/or having a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future, and what will happen if their behaviour fails to improve. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the virtual school head for looked after children, regarding students' behaviour, when necessary.

6.4 The academy encourages restorative approaches, and students are encouraged to apologise to their peer group and/or to staff for rudeness of a lack of respect.

6.5 The academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering or is likely to suffer significant harm. Where this may be the case, staff will follow the academy's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.

6.6 Under no circumstances will illegal or inappropriate items be tolerated in the academy, and all students will respect and look after the academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and, possibly, in suspension or exclusion, depending on the circumstances:

- Verbal abuse to staff and others.
- Verbal abuse to students.
- Physical abuse to/attack on staff.
- Physical abuse to/attack on students.
- Any form of bullying (to the extent not covered above).
- Indecent behaviour.
- Damage to property.
- Gambling on academy property.
- Recording or taking images of students or staff without their express consent, including the creation of fake images using artificial intelligence (AI).
- Consuming, carrying, supplying, or misusing illegal drugs and alcohol and other substances, including legal highs.
- Carrying, supplying, or taking prescription drugs or non-prescription drugs without lawful reason.
- Theft.
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the student's behaviour.
- Malicious allegations against staff.
- Racist, sexist, homophobic or other forms of discriminatory behaviour.
- Persistent truancy/lateness.
- Possession of items prohibited under the academy rules (see Annex A).

6.7 Detention

6.8 Detentions can be issued by any member of the Academy's teaching or support staff in accordance with this policy. This may take the form of:

- Standard Academy detentions – these are detentions that take place the next Academy Day or on another Academy Day to the day that they were imposed. They range in length from 30, 60 and 90 minutes.
- Same-day Academy detentions – these are detentions that take place on the day that they were imposed, immediately after the Academy Day has ended. They range in length from 30 to 60 minutes. If the detention is set in the last lesson of the Academy Day, and the Academy deems it appropriate as there is not sufficient parental notice, it could be rolled over to the following Academy Day.

6.9 More than one after-Academy detention can be imposed on the same day, to a maximum of 120 minutes. Any detentions issued that would bring the total to over 120 minutes will take place the next Academy Day or on another day in the future.

6.10 Staff will only issue detentions outside of Academy hours (e.g. after the Academy Day has ended) where it is reasonable to do. The DfE's guidance on behaviour in schools requires schools to have considered:

- Whether the detention may put the student at increased risk or compromise their safety.
- Whether the student has known caring responsibilities or religious requirements that impact on the intended day of detention.
- Whether the detention timing conflicts with a known medical appointment.
- Whether the student's parent(s) ought to be informed of the detention.
- Whether suitable travel arrangements can reasonably be made by the parent for the student, and/or the student can get home safely after the detention has ended, disregarding any inconvenience for the parent.

6.11 Parents and students should note that parental consent is not required to impose a detention (including a same-day detention) and there is no legal requirement to notify parents of a same-day detention (or indeed any detention) in advance.

6.12 However, the Academy chooses to notify parents of same-day detentions in advance via Arbor or email, after it has been imposed. The Academy has also decided that same-day detentions imposed during the last lesson of the Academy Day may on occasion not take place that day, they will be rolled over to the next Academy Day instead.

6.13 By doing this, the Academy ensures that parents are given sufficient notice of a same-day detention in order to make any alternative arrangements needed for their child to get home safely, if they are unable to walk or use public transport.

6.14 The Academy believes this meets the DfE requirements to consider whether the student's parent(s) ought to be informed, and whether suitable travel arrangements can reasonably be made for the student to get home safely, noting that the DfE makes it clear that it does not matter if making these arrangements is inconvenient for the parent(s).

6.15 Further information on when detentions are likely to be imposed, along with the type, length, etc., can be found in the Annex.

6.16 Removal from the classroom

6.17 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- To maintain the safety of all students and to restore stability following an unreasonably high level of disruption.
- To enable disruptive students to be taken to a place where education can be continued in a managed environment.
- To allow the student to regain calm in a safe space.

6.18 During the period of removal, the student will receive continual supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom, and a reintegration strategy will be discussed with the student and parents which facilitates reflection by the student, sets out any support to be put in place for the student to avoid such behaviour in the future, and sets out clear behavioural expectations and the consequences of failing to comply.

6.19 Suspension and permanent exclusion

6.20 Only the Principal has the legal power to suspend or permanently exclude a student. Where the Principal's role is vacant or the principal is on extended leave of absence, an appointed 'Acting Principal' may exercise this power instead.

6.21 Incidents may be investigated and will report findings to the principal (or Acting Principal), so they are in a position to make a decision.

6.22 Suspension is a severe sanction that is reserved for significant and/or persistent breaches of the Academy's Behaviour Policy.

6.23 Permanent exclusion will only be used as a sanction of last resort in response to a serious breach or persistent breaches of this behaviour policy, and where allowing the student to remain in the academy would seriously harm the education or welfare of the student or others in the academy.

6.24 The academy will follow the exclusions policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

6.25 Off-site direction and managed move

6.26 An off-site direction is a behaviour improvement strategy, not a sanction.

6.27 An off-site direction happens where the Academy decides to direct a student to be educated at another educational setting (e.g. another school, student referral unit or alternative provision setting) for a specified period. During the off-site direction, the student will be dual registered at both schools.

6.28 Parental consent is not required for an off-site direction; however, the Academy will engage with the parents and the student while planning the off-site direction in order to increase the likelihood of it being successful.

6.29 When considering and planning an off-site direction, the Academy will have regard to the DfE's guidance on suspension, permanent exclusion, and student movement, and on alternative provision.

6.30 A managed move is the planned permanent transfer of a student, usually one who is at risk of permanent exclusion, to another school. As it equates to an intended permanent change of school, parental consent for a managed move is required in all cases.

6.31 A planned managed move is usually preceded by a period of off-site direction at the proposed new school, during which the student will be dual registered at both schools.

6.32 When considering and discussing a proposed managed move with parents, the Academy will follow the DfE's guidance on suspension, permanent exclusion, and student movement.

6.33 On reintegration following a period of off-site direction and/or a failed managed move, a reintegration strategy will be discussed with the student and parents which facilitates reflection by the student, confirms any support to be put in place for the student, and sets clear behavioural expectations and the consequences of failing to comply.

7 Students with special educational needs and/or disabilities (SEND)

7.1 In the context of this policy, a child is considered to have SEND if they:

- Have difficulties in learning which are significantly greater than the majority of other students of the same age.
- Have a disability which prevents or limits them from accessing the curriculum.
- Have behavioural, emotional, or social difficulties which impact adversely on their learning and progress.

7.2 The academy is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the academy will do all it can to ensure that the student receives appropriate support. The Trust and academy are conscious of its legal duties under the Equality Act 2010 in respect of students with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a student whose behaviour is a consequence of their disability, than would be imposed for a student exhibiting the same behaviour who does not have that disability. The academy will not assume that because a student has SEND it must have affected their behaviour on a particular occasion - this is a question of judgement for the respective academy on the facts of the situation.

7.3 An individual behaviour plan and/or a pastoral support plan and/or individual provision maps may be used for children with SEND whose condition causes them to display challenging behaviour, and advice will be sought from external agencies, where necessary, to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the academy Special Educational Needs Policy/SEN Information Report for more information.

7.4 The academy will, as far as possible, anticipate likely triggers of misbehaviour for students identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- Short planned movement breaks for a student whose SEND means that they find it difficult to sit still for long.
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- Training for staff in understanding conditions such as autism.

7.5 Staff training will include matters such as how certain special educational needs, disabilities or mental health needs may, at times, affect a student's behaviour. Where relevant, engagement with experts such as educational psychologists, and other support staff such as counsellors and mental health support teams, can help to inform effective implementation of this policy.

7.6 The Academy will, as far as possible, anticipate the likely triggers for misbehaviour for students identified as having SEND, and will put in place support to prevent these. Please read the Trust's SEND Policy, Equality Objectives and SEN Information Report for further information.

7.7 The health and wellbeing of students is exceptionally important to the Academy. The Academy is committed to providing outstanding holistic care, in partnership with students and families, to enable young people to overcome personal difficulties and barriers to their learning.

7.8 Students can access support through their Form Tutor, Head of Phase, the Pastoral Office, via the Report a Concern' button on the Academy's website and the pastoral team, the Safeguarding Team, and the support menu of services on the Academy's website.

7.9 Staff SEND and equality training will include matters such as SEND and mental health needs. Where relevant, engagement with experts such as educational psychologists, and other support staff, can help to inform effective implementation of this policy.

8 Investigating incidents.

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher. Further investigations or initial investigations of more serious offences may be carried out by senior staff. In secondary academies, students who have witnessed the behaviour may be asked to provide written statements. In primary academies, students who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw, and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the student, the academy will ensure that a responsible adult is present at all times and will inform the student's parents of what has happened as soon as possible.

8.2 WUTC and THAT uses closed circuit television ("CCTV") within its premises. One reason why WUTC and THAT uses CCTV is to provide a safe and secure environment for students, staff, and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the THAT's CCTV policy and privacy notices for more information.

8.3 When more than one student is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

8.4 In exceptional circumstances, students may receive a suspension pending an investigation if there is a possibility that the welfare of other students may be compromised by that student remaining in the academy.

9 Search, seizure and confiscation

9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a student's clothes, bags and lockers is deemed appropriate, a search may be carried out by the academy's Principal, or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of students being searched or screened; this includes the individual needs or learning

difficulties of students with special educational needs (SEN) and making reasonable adjustments that may be required where a student has a disability.

9.2 The academy Principal will oversee the practice of searching to ensure that a culture of safe, proportionate, and appropriate searching is maintained which safeguards the welfare of all students and staff, with support from the designated safeguarding lead (or deputy). The principal will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a student who is not cooperating, so that these trained staff can support and advise other members of staff if this situation arises.

9.3 Staff may confiscate or seize items in the possession of students that pose a risk to staff or students, are illegal or banned by the academy rules, or are evidence in relation to an offence, and may confiscate, retain or dispose of a student's property as a disciplinary sanction, so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated. Where appropriate, a member of staff may retain or dispose of a student's property as a punishment and is protected from liability for damage to or loss of any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening, and confiscation.

9.4 A teacher or someone who has lawful control of the child can search a student with their consent to look for any item banned by the academy rules. Students must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place, and give them the opportunity to ask any questions. If the student refuses to give permission, the academy may impose a sanction for failing to follow a reasonable instruction.

9.5 The academy Principal, and other members of staff authorised by them have the power to search a student without the student's consent if they suspect they are in possession of prohibited items. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk, without delay. Prohibited items that can be searched for without consent include:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and/or cigarette papers.
- Fireworks.
- Pornographic images.
- Articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to or damage to property of any person (including the student).

9.6 A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the respective academy rules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

9.7 Any search without consent must be conducted by a member of staff of the same sex as the student in the presence of another member of staff. A member of staff can only carry out a search

of a student of the opposite sex and/or without a witness present where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately, and where it is not reasonably practicable to summon another member of staff.

9.8 When conducting a search, students must not be required to remove any clothing other than outer clothing. Outer clothing is defined as any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots, or scarves).

9.10 Strip searches (a search involving the removal of more than outer clothing) on academy premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, academy staff retain a duty of care to the student(s) involved and should advocate for student wellbeing at all times. Before calling police into the academy, staff should assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and academy principal, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

9.11 Staff should keep a record of any searches conducted on students and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- The date, time, and location of the search.
- Which student was searched.
- Who conducted the search and any other adults or students present.
- What was being searched for.
- The reason for searching.
- What items, if any, were found.
- What follow-up action was taken as a consequence of the search.

9.12 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device. and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

9.13 The academy may require students to undergo screening by a walk-through or hand-held metal detector (arch or wand), regardless of whether they suspect the student of having a weapon and without the student's consent. If the student does not agree to undergo the screening, the academy has the right to stop them from entering the premises and will treat the student's absence as unauthorised.

9.14 The following items are banned by the Academy in the 'Academy rules' (i.e. this policy), which the Academy has identified as being ones for which a search may be made:

- Legal highs
- E-cigarettes, vapes and items associated with vaping or smoking (e.g. cartridges, liquid, matches, lighters, cigarette papers, filters)
- Nicotine based products.
- Chewing gum
- High sugar content and/or energy/caffeinated types of food and drinks
- Corrosive or irritative substances that could be used as a weapon.
- Racist, homophobic, antisemitic, Islamophobic or otherwise discriminatory material
- Mobile phones that are visible and/or used by a student on the Academy site at any time without the express permission of a staff member (see the section below)
- Items of clothing (including hats and footwear), jewellery and other accessories not permitted under the Academy's Academy Uniform Policy
- Food or drink deemed detrimental to the wellbeing and or safety of the individual or others.
- Items which could disrupt the running of the Academy.
- Items intended to cause distress or concern to others.

9.24 The first time any item banned by the Academy, it can usually be collected from Pastoral Support at the end of the day by the student, depending on the nature of the item. After the first confiscation, the Academy will hold the item until a parent comes into Academy to collect it. Items which are banned by law or deemed dangerous will not be returned.

10 Mobile phones and electronic devices

10.1 Students are permitted to bring a mobile phone or other electronic device to Academy with them, but these devices must remain out of sight from the moment the student walks into Academy in the morning, and must not be taken out and used at any time while the student is on-site during the Academy day (including during breaks, at lunch time, or during activities) until after the student has left the Academy site at the end of their Academy day.

10.2 The reason for this strict policy on mobile phones and devices is because the Academy wants students to socialise, talk to one another, and engage in activities.

10.3 On-site is defined as the point at which students cross the main doors to access reception, or when entering site via the main gate accessed via the carpark to secure their bike. The students cannot access the electronic devices until they leave the Academy site at the end of their Academy Day.

10.4 The only exception to this is where a staff member gives a particular student express permission to take out their phone and/or use it at a particular time for a specific reason.

10.5 Should a student need to contact home, they must go to the Pastoral office and ask a staff member there for permission to take out their mobile phone and make or receive a call under the staff member's supervision, so that the call can be monitored. That way, the Academy can ensure that the mobile phone is being used responsibly and can meet its statutory safeguarding obligations.

10.6 At the end of the day, students may use their mobile phone once they have passed the two exit points.

10.7 As required by KCSIE 2024, the Academy monitors all internet usage within Academy and on Academy networks, including via mobile phones and other electronic devices. Any concerns are reported directly to the Safeguarding Team.

10.8 Using the internet and social media.

10.9 Students should have regard to the recommended age guidelines for use of social media sites and apps — they are there to keep students safe.

10.10 Students should be polite and kind online just as they are when in the Academy. If a student bullies, is rude or disrespectful online to others as well as members of the Academy community, it will be treated as seriously as if it had taken place in person in the Academy, as such behaviours are never acceptable.

11 Restrictive interventions including use of reasonable force.

11.1 The academy strives to provide a safe learning environment for all students. All members of staff (and anyone to whom the principal has given the responsibility to be in charge or in control of the students) are lawfully permitted to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline.
This power extends to times when staff are lawfully in charge of students but are off the academy premises, e.g. on an Academy trip. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time.

11.2 There are circumstances when it is appropriate for staff to have physical contact with students which does not constitute the use of reasonable force or other restrictive interventions. Examples include:

- Giving first aid.
- Guiding or escorting students, such as holding the hand of a student when walking around the academy or on an Academy trip.
- Comforting a distressed student.
- Congratulating or praising a student, for example a pat on the back or a handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

11.3 Staff may in limited circumstances, need to use restraint, which is a non-disciplinary intervention which immobilises a student or limits their movement, and this may or may not include direct physical contact. This can include holding or binding a student's body, securing them to a fixed object, or depriving them of an aid usually used to help them move. This will be avoided where at all possible.

11.4 Staff will only use seclusion – a non-disciplinary intervention to keep a student confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a student is experiencing a high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The student must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the student must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:

- Physically obstructing the student's way of leaving the place.
- Securing the place so that the student cannot leave it, or
- Causing the student to believe that they will be punished if they leave the place.

11.5 Whenever any restrictive intervention is used, including reasonable force, staff will consider the following: `

- Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate, and communicating, where possible, with other staff
- Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the student including any relevant protected characteristics under the Equality Act 2010.
- The student's welfare – including that student's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the student is feeling.

11.6 Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.

11.7 Consideration will also always be given to the rights of the student concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The academy recognises that some students with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Students who are non-verbal or find verbal communication challenging may express their needs, discomfort, or confusion through actions. The academy will seek to understand the underlying triggers of challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual students well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the academy's SEND policy that sets out the provision for SEND students and the academy's approach generally, but in the context of restrictive interventions this might include:

- Student behaviour plan and/or pastoral support plan and/or individual provision maps.
- Risk assessments.
- Specific adjustments for that student that are known to reduce the need for restrictive interventions.
- Distracting techniques.

11.8 The academy will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-Academy measures as well as tailored approaches for individual students.

Whole-Academy measures include:

- Consideration of how the academy and classroom environment can support all students to achieve and thrive.
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.
- Training staff in effective communication strategies, such as using appropriate tone of voice to aid de-escalation.
- Development of working staff-student relationships and trust.

- Recording and analysing data on the use of restrictive interventions to inform improvement planning.

Individual approaches could include:

- Working closely with parents to support individual students
- Implementing strategies to support individual students based on their identified needs, including the development of behaviour plans and/or pastoral support plan and/or individual provision maps. Where a student has a disability, the academy has a legal obligation under the Equality Act 2010 to support students with reasonable adjustments, making sure they can benefit from what the academy offers.
- Giving students strategies to calm down before their behaviour escalates

11.9 Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. This following information must be recorded in the academy's safeguarding system:

- Names of students and staff directly involved.
- Any relevant needs or circumstances of the student, including whether the student involved has an identified special educational need or disability and their SEN status code.
- Time, date, location, and approximate duration of the intervention.
- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- A brief account of why the use of force was assessed as necessary in that instance.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
- The student's account of what happened, as well as any witness accounts.
- A report will also be made to parents where there is a significant use of force, apart from where:
- The student is 20 or over at the time; or
- It appears to the staff member that doing so would be likely to result in serious harm to the student. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the student is ordinarily resident.

A report of the incident made to parents will include the following details as a minimum:

- Time, date, location, and approximate duration of the intervention.
- Brief account of why the intervention was assessed as necessary in that instance.
- Brief account of what type of force was applied, and the degree of force.
- Details of any physical injuries sustained, if applicable.

11.10 Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the Academy's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:

- Names of student and staff directly involved.
- Time, date, location, and approximate duration of the intervention.
- Any relevant needs or circumstances of the student, including whether the student involved has an identified special educational need or disability and their SEN status code.
- A brief account of why the intervention was assessed as necessary in that instance.
- Details of any physical injuries sustained, if applicable.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

11.11 Apart from in the circumstances as set out above, a report must be made to parents where a student is subject to seclusion, restraint or immobilisation, even if that is included within a student's behaviour plan and/or pastoral support plan and/or individual provision maps. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future.

11.12 Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out above will be used, with parents not needing to be informed twice.
The academy will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on students and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future. Where appropriate, the student and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the academy's procedures and reported as appropriate to the Health and Safety Executive.

11.13 Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The academy will carry out risk assessments to ensure that staff who regularly work alongside students where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the academy's duties under the Health and Safety at Work Act 1974.

11.14 The Principal will ensure that the data around the use of force and restrictive interventions is considered by Academy leaders to ensure there is not a disproportionate use of force in the academy, to identify learning and patterns. and to make improvements to policies and practices.

12 Bullying

12.1 The academy will take all reasonable measures to ensure the safety and wellbeing of all students and staff, and this includes protection from bullying. The academy has a separate anti-bullying policy, which should be read in conjunction with this policy. Bullying is defined as the repetitive intentional harming of one person or group by another person or group where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyberbullying.

12.2 The academy wants to make sure that all students feel safe in the academies and are accepted into the academy community. The academy ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

12.3 Bullying can be verbal or physical, by person or by electronic, online, or written means, and can be directed at both staff and students. The academy practises a preventative strategy to reduce the chances of bullying. The anti-bullying strategy is instilled in the curriculum through the active

development of students' social, emotional, and behavioural skills, assemblies, and is embedded in daily academy life. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public and staff, and any intentional breach of this will result in disciplinary action.

12.4 If an allegation of bullying does come up, the academy will:

- Take it seriously.
- Investigate as quickly as possible to establish the facts.
- Record and report the incident; depending on how serious the case is, it may be reported to the principal.
- Provide support and reassurance to the victim.
- Make it clear to the bully that this behaviour will not be tolerated. If there is a group of people involved, they may be spoken to individually or as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will try to ensure that they understand what they have done and the impact of their actions.
- Discuss the matter with both parties, bring them together, and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation, and sometimes sanctions.
- Ensure that if a sanction is used it will correlate to the seriousness of the incident and the bully will be told why it is being used.
- Consider whether suspension or exclusion is appropriate in light of the circumstances.

12.5 The academy believes students should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of students and staff. Where a member of staff has reasonable grounds to suspect that a student is using social media in an inappropriate way which could cause harm to another person in the academy, the member of staff should report this to a member of the academy's senior leadership team. Following any such report an investigation will follow, during which an authorised member of staff may ask that the student gives them access to their social media account. In the event that the student refuses to cooperate and will not give access to an authorised member of staff during an investigation, this could lead to an adverse decision taken against the student.

13 Child-on-child abuse

13.1 Sexual violence and sexual harassment are never acceptable and will not be tolerated. The academy will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy and Keeping Children Safe statutory guidance. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

14 Complaints

14.1 If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the principal in accordance with the THAT's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusion's guidance will be followed.

ANNEX A

Rights Responsibilities (table on page 8, point 4.16)

To feel safe both in and out of the classroom. Have regard for your own safety and that of others and care for academy equipment/ resources/environment.
To learn, free from the disruption of others. Be prepared to engage in class and be involved with learning.
To be valued and have good work recognised and rewarded. Accept and learn from any sanctions that you receive.
To receive help and support, where requested. Follow staff instructions and seek help when needed.
To be listened to and respected. Respect yourself, other people, and their belongings.
To be treated fairly. Be self-disciplined and follow the academy rules set out below.
To be treated as an individual. Inform a member of staff when you or another student has breached this policy.

Academy rules

1. Attend the academy and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).

2. Bring appropriate equipment such as planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, and a suitable bag to carry books and any equipment needed during the Academy Day.

3. Keep your appearance smart and tidy and wear specified uniform as set out in the Trust's uniform policy at all times to and from the academy.

4. Follow the academy's instructions on hygiene, such as handwashing, sanitising, and behaviour in toilets.

5. Do not use rude, derogatory, racist, or defamatory language.

6. Do not bully, belittle, or intentionally harm other students or staff.

7. Be polite, respectful, and considerate of your peers and the extended community and always try to understand other people's point of view.

8. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways or when in public places.

9. Complete academy work and homework on time and to the very best of your ability.

10. Take care of your environment, both on the academy site and outside. Do not litter or vandalise property in any way.

11. Take care of academy equipment.

12. Follow staff instructions (including, when imposed, details of groups students can socialise within, moving around the academy site in accordance with specific instructions).

13. Meet expectations around sneezing and coughing, including adhering to the "catch it, bin it, kill it" policy.

14. Do not spit or cough in the vicinity of or deliberately at another student, staff member, or any other person within the academy.

15. Do not share equipment with any other students or staff, including drinking bottles, unless expressly directed otherwise. Do not eat during lesson times.

16. Report to the academy office if you arrive late, feel unwell, or need to leave for an appointment.

17. Stay on the academy premises at break and lunchtime, including adhering to instructions relating to the areas you can be in during break and lunchtime.

18. Do not bring into the academy, under any circumstances:
    - Alcohol and drugs, including legal highs.
    - E-cigarettes, vapes, cigarettes, matches, and lighters.
    - Chewing gum.
    - Weapons of any kind or instruments/substances intended to be used as weapons.
    - Material that is inappropriate or illegal for children to have, such as racist or pornographic material.
    - Mobile phones/other non-authorised electronic or recording devices, subject to the academy's mobile phones policy.
    - BB guns, air guns, toy guns, anything with a blade, or anything designed to look like a weapon.
    - Any article which a staff member reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to or damage to the property of any person (including the student).

ANNEX B - WUTC General Rules and Routines

Morning routine

On arrival, students must make their way onto the Academy's site as quickly and sensibly as they can, as soon as they arrive, showing extraordinary politeness to everyone they encounter, without loitering in areas outside the Academy.

Students will make their way to their company time room at 8:25am ready to be registered at 8:30am. Students' company tutors will then check that students have arrived on time, are wearing the correct uniform and have all the right equipment.

Senior staff will shut the doors at 8.25am. Students who arrive later than this without a note or message from a parent setting out a genuine reason that is capable of justifying the student's lateness, as well as students who are persistently late, will be required to complete a 30-minute same-day detention. Students who arrive repeatedly late and the parents excuse this and can still be sanctioned.

Where a student arrives later than 30 minutes after company time has commenced, they may be sent to Pastoral Support, may be placed in the IEU for the day, and will be given a same-day detention, unless they have a genuine reason confirmed in writing by their parents which is accepted as justifying their lateness by the Academy.

Use of Bicycles

Students who want to park their bicycle on the Academy's site need to know and fully understand their responsibilities in relation to riding to Academy and how their bicycle is parked while on site.

Students must act in a safe manner at all times, including while they are riding their bicycle to and from the Academy. It is an absolute requirement that students must wear a cycling helmet on the way to and from the Academy, and that bicycles must be dismounted and pushed when students enter the Academy site as identified by the gates to access the carpark as well as the steps and ramp. Bicycles are not permitted to be ridden on the Academy's site at any time.

Bicycles are parked on the Academy's site at students' own risk. The Academy does not accept any liability for damage or loss of bicycles while on the Academy's site, regardless of how it occurred.

If students break rules relating to using a bike then they will not be able to use a bike or park it at school.

Moving around the Academy

Students must arrive at all their lessons promptly, quietly and in a well-ordered manner. Corridors should be calm and quiet to aid the learning of other students.

Students are expected to walk on the left-hand side of the stairs and corridor, with minimal disruption and walk quickly (without running) to lessons. Students should move quickly, quietly, and calmly around the building.

Students failing to do so will be corrected by teachers and if they do not modify their behaviour after a reminder, or for boisterous, unsafe behaviour, they could receive a sanction or SLT could be called, and students potentially placed in the IEU or some other sanction.

Classroom routine — beginning and end of lessons.

Students must arrive on time, take out their Knowledge Organiser, pencil case, and start the retrieval task immediately while the teacher takes the register. Students could receive a 30 mins same day detention if they forgot the above items.,

Students must remain silent while the teacher takes the register. When answering the register, students must respond with 'Sir', 'Miss', 'Yes Sir' or 'Yes Miss'.
At the end of the lesson, students must pack all items away. Teachers will dismiss students in an orderly fashion.

Showing respect and STAR behaviour.
It is especially important for there to be mutual respect between staff and students in every interaction. Students are expected to listen respectfully and follow instructions when spoken to by staff, and their peers, students must ensure they are professional, calm and polite around the building including assemblies and lessons.
The Academy expects S.T.A.R. behaviour from its students in every lesson. These are key habits that help students succeed in Academy and in life.
In every lesson, students must:

- Sit up straight and listen.
- Track the speaker or text.
- Answer with hands straight up.
- Respect through silence.

Following this simple system allows all students to be heard, respected and learn.
Students are expected to listen respectfully and follow instructions through silence when in class unless the teacher directs otherwise.
The Academy insists on this minimum standard because we want every student in class to be fully engaged and concentrating for the entire lesson.

Presentation of Classwork
We want our students to have pride in their work, so that it can be used to revise from, and our teachers can read it to give constructive feedback. Students' handwriting must therefore be legible and show care. Work must have a date and a clear Learning Purpose for every lesson, underlined with a ruler alongside any other headings or subheadings.
Students must write with a BLACK pen. When marking, correcting, or writing down feedback, they must use a GREEN pen. Diagrams, graphs, and charts must be drawn in pencil, and rulers must be used for straight lines. One neat line must be drawn through mistakes. All worksheets must be stuck in books.

Independent Study (Homework)
Independent study (or homework) is an essential part of learning at the academy.
Students engage in independent study outside of the classroom which intricately links to their in-class work. It can come in several forms such as study skills booklets, online platforms such as Sparx Maths, Seneca Learning or on Teams, as well as more traditional tasks and activities.
Independent study is a non-negotiable requirement. Students can expect to receive a 60-minute same-day detention if they do not complete and hand in their independent study tasks, or complete them to the necessary standard, by the prescribed deadline.
Where it is imposed at any time up to the start of the last lesson of the Academy Day, this will be a same-day 60-minute detention. If the detention is set in the last lesson of the Academy Day, and the Academy deems it appropriate as there is not sufficient parental notice, it could be rolled over to the following Academy Day.

Unstructured times (break and lunchtime)

The Academy requires students to be in the visibility of a staff member, students who are not will be asked to do so. If an investigation or an allegation leads to reasonable suspicion and the search of a student's clothes, bags and lockers is deemed appropriate, a search may be carried out by the academy's Principal, or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of students being searched or screened; this includes the individual needs or learning difficulties of students with special educational needs (SEN) and making reasonable adjustments that may be required where a student has a disability, further information regarding search seizure and confiscation can be found in point 9 pages 13-15 of the behaviour policy. The Academy takes smoking, vaping and attempting to abscond from the Academy's site very seriously.
Students must behave in a way that appropriately represents the Academy, including during periods of recreation when games must be played in a sportsmanlike way.
Students are not permitted to take food outside in any circumstances and they cannot eat outside.
Students are only permitted to eat in the canteen or designated spaces in the building. This rule is unfortunately necessary to reduce litter.
Packaging from food and drink items must be placed in a bin in the canteen or designated space before students leave.
Students cannot eat or drink in transit between designated areas at any point of the day. High sugar content and energy/caffeinated type foods or drinks are not permitted on Academy sites – these items will be confiscated, if seen.

End of the Academy Day
At 3:00pm (12.30pm on Fridays) all students are expected to go to any required end of day activity or sanction, or to leave site as soon as possible, calm, and orderly.
The end-of-day activities and sanctions allows students to reflect on their behaviour or continue to develop skills both in their interests and our specialist areas. It also allows students to return borrowed equipment and discuss student reports.

General rules
Students must:

- Attend the Academy and classes on time (including attending at the times set by teachers when an altered or staggered timetable is put in place).
- Bring appropriate equipment such as, pens, pencil, 30cm ruler, calculator, maths set, PE kit and any other necessary equipment, and a suitable bag to carry books and equipment.
- Keep their appearance smart and tidy and wear the prescribed uniform as set out in the Academy's Uniform Policy at all times in the Academy, and on the way to and from the Academy.
- Follow the Academy's instructions on hygiene, such as handwashing, sanitising, and behaviour in toilets.
- Be polite, respectful, and considerate of their peers and the extended community, always trying to understand other people's point of view.
- Complete work in Academy and independent study on time, and to the very best of their ability.
- Take care of the environment, both in Academy and outside of the Academy, without littering or damaging the property of others in any way.
- Take care of Academy equipment.
- Follow staff instructions (including, where instructed, not associating with particular students, and/or following instructions as to when and where they are allowed to go on the Academy's site).

- Remain on the Academy's site at break and lunchtime and adhere to any instructions given relating to the areas they are permitted to be in during break and lunchtime.
- Report to the Academy's Pastoral and or main office if they arrive late, feel unwell, or need to leave the Academy's site for an appointment.

Students must not:

- Use rude, derogatory, racist, or defamatory language towards students, staff, and others.
- Bully, belittle or intentionally harm students, staff, and others.
- Run through hallways and corridors, shout out during lessons, or shout to one another in hallways or in public places.
- Spit or deliberately cough towards students, staff, or others.
- Share drinks, food and carriers/utensils with students, staff, or others, unless expressly directed otherwise.
- Eat during lessons.

These behaviours may result in sanctions being implemented.

Misbehaviour likely to result in sanctions.

The following behaviour is completely unacceptable and will result in disciplinary sanctions, including suspension or exclusion where appropriate in the particular circumstances:

- Involvement in either threats or actual violence in all its forms
- Inappropriate or incorrect uniform
- Smoking or vaping
- Failure to complete work
- Lack of equipment
- The use and/or possession of a knife bladed or pointed article or other form of weapon.
- Using, being under the influence of, being in possession of, and/or supplying (including holding for others, and social supplying) controlled drugs (i.e. illegal drugs, and prescription drugs not prescribed for the student and allowed to be in the Academy) and other substances such as 'legal highs' on the Academy site.
- Consuming, being under the influence of, being in possession of, and/or supplying (including holding for others, and social supplying) alcohol on the Academy site
- Acts of prejudice and/or discrimination of any kind. Racist, sexist, homophobic, antisemitic or any other form of discriminatory behaviour towards staff, students, or others
- Any form of bullying of staff, students, or others
- Persistent misconduct
- Disrupting the learning of others
- Indecent or sexually inappropriate behaviour, including sexual abuse or assault of staff, students, and others.
- Damaging the reputation of the Academy or bringing it into disrepute
- Misuse of new technologies including video recording or photographing staff, students or others without their knowledge and/or consent and creating fake videos and/or photographs of staff, students or others, or creating videos/images designed to create a misleading impression, using artificial intelligence (AI) or otherwise.
- Damage to the property of the Academy, staff, students, or others
- Non-compliance with sanctions
- Theft or robbery of staff, students, or others
- Arson/setting fires
- Inappropriate behaviour

- Malicious complaint or making false or misleading allegations against staff, students, or others.
- Dishonesty or any act impacting negatively on the health, wellbeing, and welfare of others.
- Dishonesty relating to academic work in all its forms, including Plagiarism defined by exam boards as well as the college definition of 'attempting to pass off other people's work and ideas as your own.' Plagiarism and dishonesty relating to academic work is taken very seriously and as such sanctions can and will be severe.
- Verbal abuse of staff, students, and others
- Defiance/refusal to follow instructions.
- Truancy or persistent lateness to the Academy/lessons
- Gambling while on the Academy site
- Unacceptable behaviour which has previously been reported and been subject to sanctions/interventions which have not been successful.
- Being in possession of items prohibited by law and by the Academy.

It is important to note that this is a non-exhaustive list – there may be other types of misbehaviour not identified above which the Academy will also sanction students for. Reasonable adjustments are considered before a Child in Care or a child with an EHCP/identified additional need (s) or a child with SEND receives a suspension. The DSL/Designated Teacher/SENCo are consulted and their advice sought before a decision is taken.

It is important to note that students may receive more than one same-day detention on any given day, to a maximum of 120 minutes. Any further same-day detentions imposed on that day that would take the total to in excess of 120 minutes will be rolled over to the next Academy Day.

ANNEX C - WUTC Expectations and Sanctions

At the UTC we have several agreed expectations with our students.

- Be in.
- Be on time.
- Be in uniform.
- Be prepared with the right equipment.
- Be ready and willing to learn.
- Be responsible for your learning.
- Be quick to start work.
- Be respectful and listen when the teacher and other students talk.
- Be willing to do as the adults tell you.

We expect to see these expectations in practice on a daily basis from our students. In order to support students and ensure a high quality of education we will make a number of changes, the first of which is designed to minimise the amount of low-level disruption.

Consequences of Behaviour

The Consequences System Process

C1	Warning – Student warned about not meeting expectations
C2	Final Warning – Student spoken to by class teacher – to reset behaviour
C3	Removal from Lesson Student is removed from the lesson and spoken to by an On Call member of staff. A 30-minute same day detention will take place after School. Failure to attend the detention will result in a one-hour detention the following day.
C5	Failure to comply with staff, Academy expectations, and rules.

If a student is receiving two 30-minute SDDT in one day, they will spend the remainder of their day in the isolation room. A one-hour same day detention will be set.

Should a student misbehave or fail their day the IEU the Academy will follow a set escalation process outlined below, however the Academy if needed will use suspensions for students who refuse to follow Academy rules or meet expectations.

- Level 1 IEU - Fail - Repeat Day - Fail Student issued IEU Level 2
- Level 2 IEU - Fail - Repeat Day - Fail Student issued SLT Seat
- SLT Seat - Fail - Repeat Day - Fail Student issued SLT Seat
- Alternative IEU - Fail Student issued Fixed term suspension.
- FTS - on completion student returns to IEU.

The student will have to complete a new day in the IEU on their re-admittance as nothing ever gets cancelled.

Waterfront UTC Internal Sanctions

Sanction Type	**Sanction Description**
Same Day Detention	Students will receive a 30-minute same day detention for failing to meet academy expectations. Students will receive a 30-minute same day detention should they arrive late to the Academy without a genuine or justifiable reason as deemed by HOP or SLT. Students who receive two same day detentions will receive a 60-minute same day detention and may be placed in the IEU. Parents/carers will be notified by a member of staff before the end of the Academy Day.
Teacher Detention	Students will receive a 30/60-minute detention for failing to meet the Academy expectations. Teachers will contact home and discuss the behaviour.
Community Detention	Students will receive a CDT for level 2 or 3 incidents or as a booking from behavioural and senior staff. A community Detention will be 2 hours on a Friday.
Internal Exclusion Level 1	IEU level 1 is not defined as seclusion (Point 10.11-10.25. Pages 18-21). Students are supported by staff to work away from their normal lessons in a separate room. They are required to remain in this space but are able to exit if they chose, however this may result in further sanctions. They have breaks in the canteen or other suitable area in the day. Reasonable adjustments are made where required to support those with disabilities and additional needs. Students may receive an IEU Level 1 sanction for Refusal to complete a detention or detentions. Level 2 incidents, arrival to the Academy after 9.00am, wearing the incorrect uniform, or as a booking from behavioural and senior staff. Timings for IEU L1 will be Mon - Thurs: 08.15 - 15.30 and Fri: 08.15 - 13.30.
Internal Exclusion Level 2	IEU level 1 is not defined as seclusion (Point 10.11-10.25. Pages 18-21). Students are supported by staff to work away from their normal lessons in a separate room. They are required to remain in this space but are able to exit if they chose, however this may result in further sanctions. They have breaks in the canteen or other suitable area in the day. Reasonable adjustments are made where required to support those with disabilities and additional needs. Students may receive an IEU Level 2 sanction for: failure to complete and IEU level 1, Level 2 or Level 3 incidents, or as a booking from behavioural and senior staff. Timings for IEU L2 will be Mon - Thurs 08.15 - 17.00 and Fri: 08.15 - 15.00.
SLT Safe Seat	SLT Safe Seat is not defined as seclusion (Point 10.11-10.25. Pages 18-21). Students are supported by staff to work away from their normal lessons in a separate room. They are required to remain in this space but are able to exit if they chose, however this may result in further sanctions. They have breaks in the canteen or other suitable area in the day. Reasonable adjustments are made where required to support those with disabilities and additional needs. Students may receive an SLT safe seat sanction for: failure to complete and IEU level 1, Level 2 or Level 3 incidents, or as a booking from behavioural and senior staff. Timings for SLT safe seat will be Mon - Thurs 08.15 - 17.00 and Fri: 08.15 - 15.00.

Waterfront UTC External Sanctions

Sanction Type	**Sanction Description**
Alternative IEU/Offsite Provision	Alternative IEU/Offsite provision is not defined as seclusion (Point 10.11-10.25. Pages 18-21) Students are supported by staff to work away from their normal lessons in a separate room. They are required to remain in this space but are able to exit if they chose, however this may result in further sanctions. They have breaks in the canteen or other suitable area in the day. Reasonable adjustments are made where required to support those with disabilities and additional needs. Students may be placed at an alternative IEU in another School due to failure to complete and IEU level 1, Level 2 or Level 3 incidents, or as a booking from behavioural and senior staff. Timings depend on other Schools' agreement.
Fixed Term Suspension – known as FTS	Only the Principal has the legal power to suspend or permanently exclude a student. Where the Principal's role is vacant or the principal is on extended leave of absence, an appointed 'Acting Principal' may exercise this power instead.

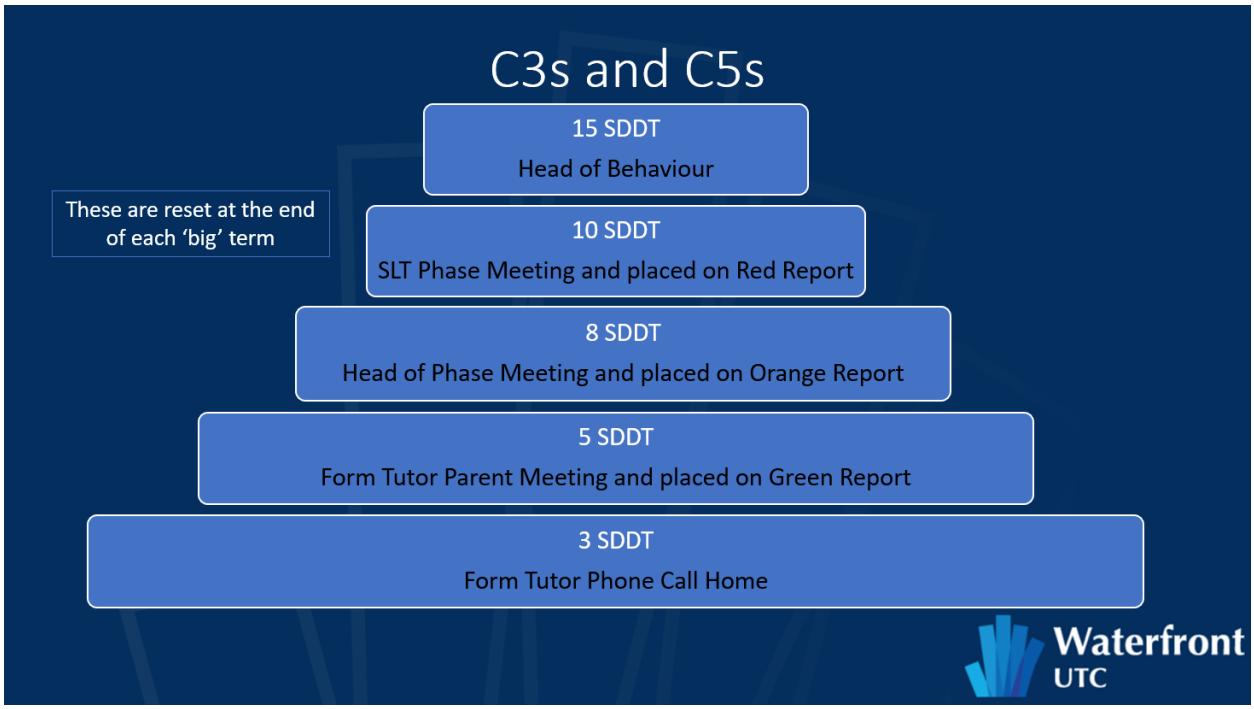
	Incidents investigated and findings will be reported to the principal (or Acting Principal), so they are in a position to make a decision. In all cases, the Principal, and staff investigating incidents will follow the DfE's statutory guidance on suspension, permanent exclusion and student movement. Suspension is a severe sanction that is reserved for significant and/or persistent breaches of the Academy's Behaviour Policy or where allowing the student to remain in the Academy would seriously harm the education and/or welfare of the student and/or others in the Academy. Member of staff will notify parents/carers
Permanent Exclusion	Only the Principal has the legal power to suspend or permanently exclude a student. Where the Principal's role is vacant or the principal is on extended leave of absence, an appointed 'Acting Principal' may exercise this power instead. Incidents investigated and findings will be reported to the principal (or Acting Principal), so they are in a position to make a decision. In all cases, the Principal, Acting Principal and staff investigating incidents will follow the DfE's statutory guidance on suspension, permanent exclusion and student movement. Permanent Exclusion is a severe sanction that is reserved for significant and/or persistent breaches of the Academy's Behaviour Policy Permanent exclusion will only be used as a sanction of last resort in response to a serious breach and/or persistent breaches of this policy, and/or where allowing the student to remain in the Academy would seriously harm the education and/or welfare of the student and/or others in the Academy. Member of staff will notify parents/carers

Reports

We track and monitor SDDT if we find a student has received a number of SDDT we will start the process of escalation via reports (graphic below). Reports are an effective early intervention tool but also give opportunities for praise.

- Green – Company Tutor Report – A parental/carer meeting is organised with Company tutor. Students are set 3 targets and required to meet a minimum set number a day, if a student fails their report, this may be escalated to an IEU Level 1 or 2, or an FTS and the report period is extended. Students who fail Tutor report move up to SLT report.
- Orange – Head of Phase Report – A parental/carer meeting is organised with HOP. Students are set 3 targets and required to meet a minimum set number a day, students will be issued a 30-minute same day detention if a day is failed, this may be escalated to an IEU Level 1 or 2, or an FTS and the report period is extended. Students who fail HOP report move up to SLT report.
- Red – SLT Report – A parental/carer meeting is organised with SLT. Students are set 3 targets and required to meet a minimum set number a day, students will be issued a 30-minute same day detention every day, if the day is failed the student will be placed in the IEU, this may be escalated to an IEU Level 1 or 2, or FTS and the report period is extended. Students who fail SLT report move up to head of behaviour report.
- Purple – Head of Behaviour Report - HOB Report – A parental/carer meeting is organised with HOB. Students are set 3 targets and required to meet a minimum set number a day, students will be issued a 30-minute same day detention every day, if the day is failed the student will be placed in the IEU, this may be escalated to an IEU Level 2, or FTS or alternative placement.
- Blue – This is a positive report aimed at achieving based around positive behaviours, this also enters students into the end of year prize draw.

- **Department Report** – Departmental report/monitoring may be required if a student is displaying unacceptable behaviour in one subject and/or is not achieving as they should be. Any student issued departmental report will be discussed with one or several of the following: DSL/Head of Phase/SLT/SENCo



Mobile Phones / Headphones Process
Offense no.1 - Handed in and returned at end of day following successful.
completion of detention.
Offense no.2 - Handed in and collected by parent/carer only.
Offense no.3 - Student will be required to hand in phone at start of every day prior to attending lessons and will be locked away.
This will be tracked and reset at the end of every big term.
Items of such nature are bought into the Academy at your own risk, and we accept no responsibility for damage, loss or theft.

Equipment
Equipment is a vital part of the learning process and as such any student who fails to have the correct equipment will be issued a 30-minute SDDT. The Academy will make reasonable adjustments where appropriate.
Form tutors will daily check equipment; **the minimum you are required to have** is.

- 2 black pens
- 2 green pens
- 2 pencils
- Maths set (ruler, protractor, set of compasses, rubber, sharpener, set squares)
- 30cm ruler
- Two different coloured highlighters
- Scientific calculator
- Knowledge Organisers
- Subject specific equipment

Uniform

We at Waterfront UTC try to mirror the working world as much as possible, as such we require students to wear business dress to the Academy. We have clear expectations for uniform which are outlined below, any student who does not meet these will be required to borrow uniform (phone and loan) if a student refuses to borrow uniform they may be placed in the IEU. Reasonable adjustments will be made where appropriate as the academy recognise that there may be contributory factors which affect students' behaviour and respond according to individual need.

Appropriate Uniform

- Suit, collard Blouse, collared Shirt, Tie, Knee length skirt, Tights, V-neck jumper (Unbranded plain jumper with no logo), Smart Quarter zip top (What is smart will be determined by SLT), Dress shoes, Flat smart shoes, Chelsea boots, Black work boots. Shoes must offer appropriate protection and support.

Examples of unacceptable Uniform

- Polo shirts, Leggings, sports Quarter zip top, Sports clothing, Jean material, Jumpsuits, Playsuits, Roll neck, Strappy or low-cut tops, T-Shirt, Skort, Logos, Trainers, Flat laced shoes, Converse style, Fabric shoes, Knee high boots, Crocs, Leather trainers, High heels, Sliders, DM boots, Trainers, No open toes. Footwear that does not offer appropriate protection and support.

Uniform non-negotiables

- Ties, appropriate length, Shoes students shown clear diagrams of what is acceptable and not. All students must have a blazer at all times. No coats. Shirt must be tucked in. Lanyards – worn around neck at all times. Skirt length, tights must be worn if above the knee.

This is not and exhaustive list but examples of what is unacceptable.

For Health & Safety reasons:

- Long hair must be tied back during practical sessions.
- Jewellery should consist of stud earrings only. Bangles and rings are to be avoided.
- A wristwatch may be worn but removed during practical lessons.
- No false nails.

Waterfront UTC takes no responsibility for lost/stolen/damaged jewellery - Make-up, if worn, should be subtle.