



Professional Values and Behaviours (PVB) Policy

Introduction

At RDUTC, the task of promoting, modelling and maintaining outstanding behaviour and inclusion is the responsibility the Principal, the Governing Body and all RDUTC staff who are entitled to expect the support of parents/carers. This includes ensuring that relationships across the entire RDUTC community promote Fundamental British Values (see next section), are characterised by mutual respect and support and a sense of shared endeavor. All communications and conversations are conducted in a consistently professional and constructive manner. All staff are trained and required to implement a Positive Discipline approach to promote outstanding professional behaviours, facilitate outstanding relationships and high quality teaching and learning.

What are Fundamental British Values (FBVs)?

There are four FBVs:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect for and tolerance of those with different faiths and beliefs and for those without faith.

This policy actively promotes the four FBVs in order to:

- enable our students to develop their self-knowledge, self-esteem and self-confidence;
- enable our students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage our students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable our students to acquire a broad general knowledge of and respect for public institutions and services in England;
- encourage tolerance and harmony between different cultural traditions by enabling our students to acquire an appreciation for and respect for their own and other cultures;
- encourage our students to respect other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

For further information about how FBVs are promoted within the school, see the Personal Development Policy.

What is Positive Discipline (PD)?

PD is a comprehensive approach to behaviour development and management. It is based on the principle that human behaviour is influenced by both:

a) **positive incentives** – actions that make us feel good (praise/recognition/tangible and non-tangible rewards)

AND

b) **negative incentives** – actions that we would wish to avoid (adverse recognition, loss of trust, damage to reputation, loss of opportunity).

Staff at RDUTC:

- use BOTH positive and negative incentives effectively;
- use positive incentives MORE than negative incentives;
- build positive relationships with students;
- control negative behaviour in the short-term and long-term;
- change the negative behaviour into positive behaviour.

Our Positive Discipline approach provides:

- a Code of Conduct which lays out clear set of expectations based on our three straightforward and fundamental 'professional' principals - see Appendix 1.
- student Rewards – see Appendix 2.
- student Sanctions – see Appendix 3.

In securing rewards and avoiding sanctions, students over time build their individual – Employability Rating (see Appendix 4)

Professional Principles underpinning our PVB Policy

Throughout the curriculum and daily routines and experiences, both within RDUTC and our Employer Partners, staff model the highest professional values and standards of behaviour expected of our students. This supports students to build professional responsibility, understand the necessity for organisational efficiency, appreciate the paramount importance of health and safety procedures and embrace an appropriate ethical code.

Expectations for behavior, both throughout the RDUTC environment and beyond, are built from and communicated through three straightforward and fundamental 'professional' principles:

1. Health and Safety

The appreciation of the importance of this aspect of behavior, and strict adherence to its enforcing policies, is a prerequisite for working in a professional context. Further than simply adhering to non-negotiable health and safety procedures, students are expected and taught to take a lead in this regard, for example through an industry style 'don't walk by' philosophy. In such a way they understand their personal responsibility for their own safety, that of their colleagues and of the organisation as a whole.

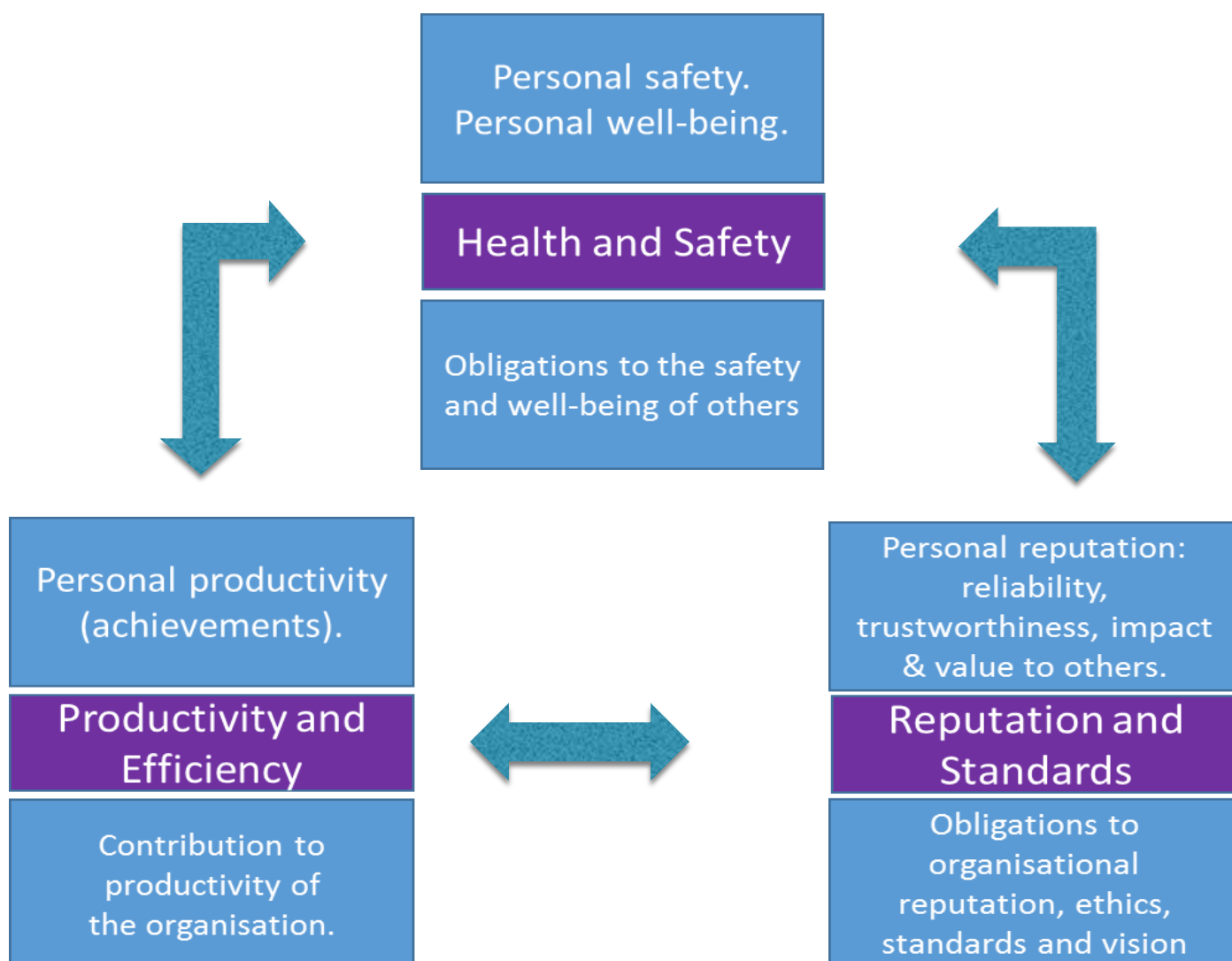
2. Productivity and Efficiency

Our PVB policy describes and promotes those behaviours which optimise productivity – in this context academic attainment and successful completion of employer-led projects. For example, in certain environments or tasks, independent and silent work maximises output whilst, in others, collaboration through discussion and the sharing of creative ideas are more

likely to achieve the intended outcomes. Behaviours which disrupt teaching and learning, disrupt productivity.

3. Reputation and Standards

Expectations of student behaviour are designed to protect and enhance the reputations of our students, our school, our Employer Partners, our University Partner and the UTC movement. Students are expected to conform to these expectations wherever they are, at whatever time of day, and in whatever context, including when using social media. Behaviour expectations are embedded through the RDUTC Code of Conduct, our Rewards and Sanctions policies, familiarisation with work-based practices and expectations and the modelling of professional practice by all staff.



KS4 Uniform and 6th Form Dress Code

The RDUTC uniform (KS4) and 6th form dress code requirements are consistent with the three professional principles described above:

- **Health and Safety**

In meeting the health and safety requirements of different activities, there is a need for a range of dress e.g. lab coats, hair protectors and goggles in science experiments, protective garments in workshops.

- **Productivity and Efficiency**

In terms of organisational productivity, a clear and consistently applied uniform and 6th form dress code ensures that all students know what the expectations are and no teaching/learning time is wasted addressing non-compliance.

- **Reputation and Standards**

The public image of RDUTC promotes a strong organisational and professional image within the community and reflects positively on the reputation of our university and Employer Partners.

RDUTC will monitor the aggregated cost of uniform requirements in mitigating the financial demands on parents and carers.

Student Voice

RDUTC recognises the added-value to be gained from inviting, hearing and developing the views and ideas of our students. To this end we ensure that the views of students are represented through all our key policy development, appointments and organisational adjustments. The democratically elected Student Board is integral to this process. A number of informal mechanisms are also in place, such as electronic ideas boxes and student focus groups. Permanent staff appointments involve a student panel as part of the selection process.

Approved: 31st July 2019
Effective: 1st September 2019
Next review: 31st July 2020

Signed:



(Principal)

Appendix 1 - Code of Conduct and Expectations

1. Health, Safety and Well-Being

Our students are expected to behave in a manner which does not endanger their own safety and well-being and that of others. This expectation extends throughout and beyond RDUTC, including visits to employers, universities and other organisations, within Kingston Square and the wider community.

2. Productivity & Efficiency

Our students are expected to exhibit behaviours which promote their own learning and progress and which provide the same opportunity to all others at RDUTC. In so doing they will increase their own productivity and that of others.

3. Reputation & Standards

Our students are expected to have regard to their own emerging reputation as potential future professionals and employees and that of RDUTC, its Employer Partners and the UTC movement. This includes their engagement in online social media and communications and participation in illegal or anti-social activity. Our students are expected to behave in a manner that promotes positive relationships with residents and the community around RDUTC.

Expectation	Expectations	Health & Safety	Reputations & Standards	Productivity & Efficiency
1	Year 10 and 11 to arrive at RDUTC between 8.15am and 9.10am.			
2	Arrive at all taught sessions, appointments and enrichment activities on-time, properly equipped and ready to work.			
3	Have your ERL with you at all times and present it to staff without argument if they ask for it. Ensure your ERL is on your desk and open on the correct week during all taught sessions and Independent Study.			
4	Be polite and show respect for others at all times, both within RDUTC and on your way to and from RDUTC.			
5	Do as you are asked by all staff, FIRST time EVERY time.			
6	Listen attentively to others and wait for staff permission to speak.			
7	Complete work set, including Independent Study, by the deadline and to the best of your ability, allowing others to do so also.			
8	Ensure mobile phones and electronic devices are used appropriately and, during taught sessions, used only with staff consent.			
9	Walk sensibly around the RDUTC at all times.			
10	Wear RDUTC uniform (KS4) Dress Code (6 th Form) at all times. Non-RDUTC clothing should be removed before entering any classroom or workshop.			
11	Eat and drink only in designated areas. Clear away after you and put all litter in the bins.			
12	Do not chew gum anywhere in the RDUTC building or Undercroft.			
13	Ensure that you return laptops to the correct laptop trolley and plug them in.			
14	Leave RDUTC by 5.15pm unless you have staff permission to stay later.			

Appendix 2 - Rewards

Celebration of Achievements Evening

Student of The Year Award:

Presented to the student with the highest Employability Rating.

Star Student Awards:

Presented to students with Attitude to Learning Grades of 1 across the academic year.
Presented to the student/s who have shown the biggest improvement in Attitude to Learning.

Subject Awards:

Awarded by subject areas for academic excellence and effort.

Employer Sponsor Awards:

The University of Hull Award for Academic Excellence.
KCOM Award for Best Communicator.
RB Award for Inspirational Leadership.
Siemens Gamesa Award for Quality Excellence.
Smith & Nephew Award for Innovation.
Spencer Group Award for Outstanding Contribution to the Community.
The Patron's Award for Young Advocate of the Year.

Letters of Commendation

1200 Employability Rating Credits – Chair of the Governing Body Letter of Commendation.

1100 Employability Rating Credits – Employer Sponsor Letter of Commendation.

1000 Employability Rating Credits – Principal Letter of Commendation.

900 Employability Rating Credits – Vice Principal Letter of Commendation.

800 Employability Rating Credits – Assistant Principal Letter of Commendation.

700 Employability Rating Credits – IAG Mentor Letter of Commendation.

600 Employability Rating Credits – Academic Mentor Letter of Commendation.

Achievement Certificates

500 Employability Rating Credits – Double Diamond Certificate.

400 Employability Rating Credits – Diamond Certificate.

300 Employability Rating Credits – Double Platinum Certificate.

200 Employability Rating Credits – Platinum Certificate.

150 Employability Rating Credits – Gold Certificate.

100 Employability Rating Credits – Silver Certificate.

50 Employability Rating Credits – Bronze Certificate.

Employability Rating Credits

3 stamps = **1 Employability Rating Credit.**

Stamps

Teachers, TAs and admin staff award stamps in students' ERLs for:

Good contribution/work = 1 stamp.

Very Good contribution/work = 2 stamps.

Outstanding contribution/work = 3 stamps.

Stamps can also be awarded for the following reasons:

Showing care and concern for others/the environment.

Doing the right thing.

Being helpful.

Making a positive contribution to RDUTC/Employer Sponsors/Hull University/Local Community.

Fulfilling Your Potential

Students who attend well, work to their best ability, participate fully and treat others with respect will fulfil their potential academically, socially and emotionally.

THIS IS THE BEST REWARD YOU CAN ACHIEVE

Guaranteed access to Stage 1 selection process for Apprenticeships/Jobs/Degree Courses

Students in Y11 and Y13 with a high Employability Rating will be guaranteed access to Stage 1 of the selection process for apprenticeships/jobs with our employer sponsors between March and August of that year.

Students in Y13 with a high Employability Rating are guaranteed a conditional offer of a place on a related degree course at The University of Hull.

Fish and Chip Friday

SLT to nominate 3 students from each Year Group every half-term to have a fish and chip networking lunch with representatives from our employer sponsors.

Clean Slate Reward Trip

Free Annual Awards Trip for every student with a clean slate (no written warnings) for the full year.

PVB Praise Postcard

Awarded half-termly by departments and IAG Team to students who shine in the following areas:

Productivity and Efficiency;
Reputation and Standards;
Health and Safety.

Attendance Certificates

Presented to students for 100% Attendance per half-term.

Praise

Staff praise students for good effort, achievement, attendance, punctuality and behaviour in taught sessions and around RDUTC.

Appendix 3 - Sanctions

AROUND RDUTC SANCTIONS

<p><u>Phase 07</u> <i>Permanent Exclusion</i></p>	<p>Sought by the Principal if the student's behaviour is so serious that he/she cannot remain at the UTC.</p>
<p><u>Phase 06</u> <i>Fixed – term Exclusion</i></p>	<p>Given by the Principal if the behaviour is so serious as to merit the student being banned from the UTC site for a fixed period of time. Students will be placed on a Pastoral Support Plan (PSP) following a FTE.</p>
<p><u>Phase 05</u> <i>Internal Exclusion (inc. supervised break & lunch)</i></p>	<p>Given as a follow-up to Call-out or if a misdemeanour takes place within isolation or a student's behaviour is so serious as to merit isolation for a fixed period of time – the number of days will reflect the nature of the offence.</p>
<p><u>Phase 04</u> <i>Call-out, Isolation and Detention.</i></p>	<p>Given if a student fails to respond to written warnings or is behaving in an 'extreme' or 'dangerous' way.</p>
<p><u>Phase 03</u> <i>Written Warning 2</i></p>	<p>Given if student fails to respond to written warning</p>
<p><u>Phase 02</u> <i>Written Warning 1</i></p>	<p>Given if a student fails to respond to verbal warning.</p>
<p><u>Phase 01</u> <i>Verbal Warning</i></p>	<p>Given directly after first misdemeanour.</p>

LEARNING BASE SANCTIONS

<p><u>Phase 08</u> <i>Permanent Exclusion</i></p>	Sought by the Principal if the student's behaviour is so serious that he/she cannot remain at the UTC.
<p><u>Phase 07</u> <i>Fixed –term Exclusion</i></p>	Given by the Principal if the behaviour is so serious as to merit the student being banned from the UTC site for a fixed period of time. Students will be placed on a Pastoral Support Plan (PSP) following a FTE.
<p><u>Phase 06</u> <i>Internal Exclusion (inc. supervised break & lunch)</i></p>	Given as a follow-up to Call-out or if a misdemeanour takes place within isolation or a student's behaviour is so serious as to merit isolation for a fixed period of time – the number of days will reflect the nature of the offence.
<p><u>Phase 05</u> <i>Call-out + Written Warning + Detention</i></p>	Given if a misdemeanour takes place within Time-out or the student refuses Time Out or if the student's behaviour is so serious as to merit Call Out and isolation from peers. IF THE STUDENT HAS ALREADY RECEIVED THEIR 3rd WRITTEN WARNING A 4th WRITTEN WARNING SHOULD NOT BE ENTERED.
<p><u>Phase 04</u> <i>Written Warning 3 and Time Out</i></p>	Given if fourth misdemeanour takes place. Teacher directs student to work in Time-out for the rest of the lesson. WRITTEN WARNING 3 SHOULD BE ISSUED BY THE PERSON RECEIVING THE STUDENT IN TIME-OUT.
<p><u>Phase 03</u> <i>Written Warning 2 and compulsory move</i></p>	Given if a third misdemeanour takes place. Teacher directs student to move places within the learning space or to leave the learning space for a two-minute cool down.
<p><u>Phase 02</u> <i>Written Warning 1</i></p>	Given if a second misdemeanour takes place.
<p><u>Phase 01</u> <i>Verbal Warning</i></p>	Given directly after first misdemeanour.

FAST TRACK SANCTIONS

Behaviour which will result in fast-tracking straight to Fixed-Term Exclusion pending consideration of Permanent Exclusion.

- Bringing a weapon onto site and threatening another student/staff member with it.
- Physical assault on a member of staff.
- Serious physical assault on another student.
- Bringing illegal substances onto UTC site with the intent to sell them.

Behaviour which will result in fast-tracking straight to Call-out and Isolation and/or Internal Exclusion (IE) for a fixed period of time – the number of days in IE will reflect the nature of the offence.

- Forgetting ERL for the third time.
- Refusing to hand over ERL.
- 3 full boxes of written warnings in a half-term.
- 6 lates in a half-term.
- Persistent truancy.
- Smoking/Vaping on school site.
- Verbal abuse of staff.
- Persistent bullying/abuse of other students.
- Possessing and circulating inappropriate images of other students.
- Fighting.
- Being in possession of a weapon.
- Being under the influence of illegal substances.
- Being in possession of an illegal substance.
- Truancy (including IAG Mentor Time)
- Deliberate damage to property (including graffiti) – UTCs/other peoples.

Behaviour which will result in fast-tracking to Detention

- Forgetting ERL for the second time.
- Full box of written warnings in a half-term.
- 3 lates in a half-term.
- Failure to attend compulsory intervention.

Behaviour which will result in immediate Written Warning

- Chewing gum anywhere in the school building.
- Eating in non-designated area.
- Failure to clear away own litter from designated eating areas.
- Failure to adhere to school uniform policy without a valid reason/note from parents or guardians.
- Failure to hand-in Independent Study on time without a valid reason.
- Failure to return laptop to the appropriate laptop trolley.

APPENDIX 4: Employability Rating

Whilst at RDUTC students achieve an annual Employability Rating which reflects their professional behaviours, values and work ethic.

Every student has an Employability Rating Log (ERL) which they carry with them at all times.

Students are awarded points (stamps) in their ERL:

a) daily for:

- attendance
- punctuality
- being correctly attired
- being equipped to learn

b) as appropriate for:

- Making a positive contribution to learning
 - Good contribution/work = 1 stamp
 - Very Good contribution/work = 2 stamps
 - Outstanding contribution/work = 3 stamps
- Showing care, respect and concern for other people/the environment
- Doing the right thing
- Being helpful
- Making a positive contribution to RDUTC
- Generating ideas which bring about positive change within RDUTC
- Making a positive contribution to university and/or employer Employer Partners
- Making a positive contribution to the local community

See Appendix 2 Rewards for further information.

Students also earn stamps for achieving their Health and Well-being targets included in their ERL. See Health and Well-being Policy for further details.

In addition, stamps are awarded to students for achieving targets on their Culture Vulture Passport (also included in their ERL). See Cultural Capital Policy.

Students who breach RDUTC's code of conduct receive Written Warnings which are recorded in their ERL – See Appendix 3 Sanctions for further information.