

Standards and Expectations Policy for Greater Peterborough University Technical College

Document Control

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This policy has should be read in conjunction with the DfE guidance and policies:

- Behaviour in Schools Advice for headteachers and school staff.
- Greater Peterborough UTC Uniform Policy.
- Meridian Trust E-safety Policy.
- Meridian Trust Anti-Bullying Policy.
- Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England.
- The Equality Act 2010 and schools' departmental advice for school leaders, school staff, governing bodies and local authorities.
- The young person's guide to the Children and Families Act 2014.
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England.
- Searching, Screening and Confiscation Advice for schools.

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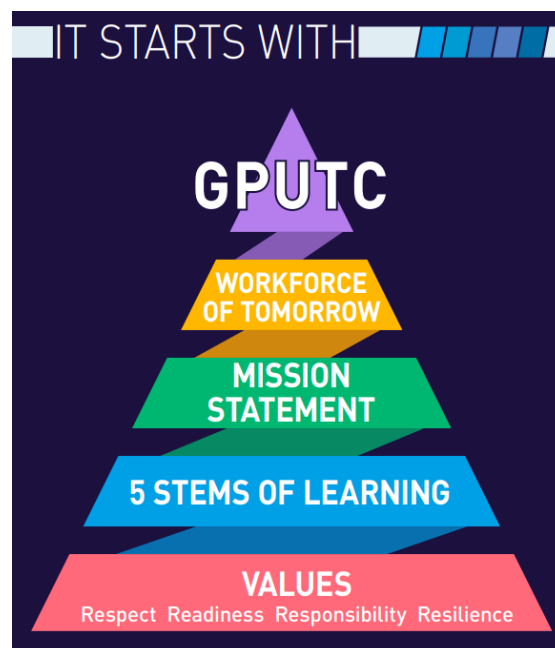
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Policy Aims

- To align to the culture of the college by preparing students to become responsible, respectful and active members of a diverse and ever-changing society.
- Promote positive behaviour, self-discipline, mutual respect and consideration for everyone within our community, in line with the Equality Act 2010.
- Secure the support of students and parents/carers in improving learning by addressing issues of poor behaviour in a fair, consistent and supportive manner.
- Build on the already strong and positive partnerships between parents/carers, students and the college.

Greater Peterborough UTC Culture

The culture at Greater Peterborough UTC can be summarised in the pyramid below which shows clearly how all the key components fit together.



Vision

Greater Peterborough UTC's vision is Creating the Workforce of Tomorrow

Mission Statement

To deliver a STEM rich curriculum which will equip our students with the knowledge, skills, values and experiences essential for life. We will develop compassionate, caring, and confident young people who value their place in society and actively strive to make their communities a better place. We want our students to be the best version of themselves.

5 STEMS of Learning

The 5 STEMS of learning are key to understanding the expectations of every member of the college community at Greater Peterborough UTC. The 5 STEMS encompass our values.

	Staff are expected to	Students are expected to
1 – Inclusive teaching	• Use data and classroom knowledge to plan well-structured lessons meeting the needs of all regardless of their starting points • Take every opportunity to develop literacy and numeracy within subject areas • Challenge students with aspirational outcomes • Enjoy teaching their subjects, having in depth subject knowledge whilst being prepared to upskill when required • Deliver intervention to ensure all students achieve above and beyond.	• Take responsibility for their own learning and seek support when needed • Extend their literacy boundaries, developing confidence to articulate their thoughts • Challenge themselves regularly to be the best they can be valuing homework • Enjoy their subject areas, seeking knowledge and pushing learning boundaries to enhance their outcomes • Attend interventions and engage in all support available to enhance personal progress
2 – Behaviour for Learning	• Set high aspirations for engagement, attainment and progress • Set high expectations for behaviour in the classroom, with a clear framework of routines. • Recognise success highlighting students as individuals, using rewards to motivate, creating a positive culture for learning. • Encourage resilience and support students after difficult periods to establish a positive mindset. • Adapt learning to meet the needs of all, accommodating resources to meet need	• Seek support to overcome difficulties or boundaries. • Will be ready to learn and engage in lessons following all expectations. • Need to strive for success, earning rewards within and out of the classroom to enhance their skill set. • Show resilience in their studies even when they find tasks difficult • Use all resources available to further enhance their outcomes.
3 – Exploration & Innovation	• Seek opportunities to engage students through STEM rich teaching, linking current STEM related affairs. • Encourage students to participate in pledges and when appropriate linking these to STEM pathways • Will take the opportunity to review future related career pathways • Ensure their individual subject knowledge is relevant within the classroom and in the wider world • Work with external partners to ensure teaching meets the needs of local industry and workforce	• Engage in all opportunities offered within and beyond the classroom. • Extend learning beyond the classroom through PLEDGES and other opportunities • Engage with external partners to enrich their own work and experience to develop readiness for employment and life beyond the UTC • Ensure their subject knowledge is up to date to succeed beyond the UTC • Take opportunities to work with external partners

	Staff are expected to	Students are expected to
4 – Assessment & Feedback	• Ensure students are regularly assessed and gaps in learning are identified using data • Communicate assessment criteria and share models of success • Use appropriate strategies including verbal feedback to support students in their learning outcomes • Allow time for students to use feedback to develop and practice skills and knowledge	• See assessments as an opportunity to develop understanding and further themselves • Understand what individual success is within subject areas and seek support when required. • Accept and use all forms of feedback to develop their understanding • Take responsibility for their own learning using feedback to support learning
5 – Integrity & Respect	• Ensure positive relationships are developed throughout the college respecting all learners and members of the school community • Reward students who demonstrate positive characteristics providing and promote opportunities to • Ensure the school is a safe and supportive environment • Respect and value all staff and students celebrating individuality and differences	• Respect the learning of others and themselves • Be kind, seeking opportunities to support and help others • Ensure their own and others safety • Respect and value all staff and students celebrating individuality and differences

Greater Peterborough UTC – Values

Greater Peterborough UTC's values are at the foundation of the college and underpin the culture of the school. We expect every member of the college community to align with these.

Respect	GPUTC Students and Staff are polite and courteous, they show respect to others, to themselves and to the organisation. Respect is given without question.
Readiness	GPUTC Students and Staff are prepared for their working day, they are punctual, and they have all the required skills to be successful. They approach challenges with the right attitude.
Responsibility	GPUTC Students and Staff are accountable for their actions and for their words. They accept the consequences of their mistakes, and they learn from them to improve in the future.
Resilience	GPUTC Students and Staff are adaptable and resilient when faced with change. They show grit and determination to overcome adversity, and they have a range of tools at their disposal to deal with challenging scenarios.

Meridian Trust – Values

The values at GPUTC are reflected and closely aligned to that of the Meridian Trust values:

- Valuing people
- Achievement for all
- High quality learning environment
- The pursuit of excellence
- Extending the boundaries of learning

Roles and Responsibilities

At GPUTC, everyone in the school community has a role in promoting positive behaviour and creating a safe, supportive learning environment for all students.

Academy Councillors: Work with the Principal, staff, and parents to set the school's expectations for behaviour. Make sure the behaviour policy is fair and applied equally to all students. Support the Principal in updating the policy if new needs arise during the year.

Principal and Leadership Team: Responsible for putting the behaviour policy into practice every day. Ensure the policy is followed consistently across the school. Create a positive learning environment and monitor behaviour data to spot concerns early and evaluate what is working.

Teaching Staff: Play a central role in maintaining the school's culture and expectations. Model positive behaviour and set high expectations for students. Use the behaviour policy to manage everyday issues so all students can learn effectively.

Support Staff: Help reinforce behaviour expectations, recognise positive behaviour and work closely with students to identify any needs or patterns of behaviour. Pastoral, SEND, safeguarding and support teams monitor behaviour records and collaborate with leaders to address ongoing issues.

Students: When students join GPUTC, they take part in an induction to learn about the culture and values. This will guide behaviour and help create a safe, positive environment for everyone. All students are expected to always follow these values. If a student's behaviour may involve a criminal offence, such as physically harming another student or sharing inappropriate or harmful material, the school will seek advice from the Police, and if the Police take further action, the school will fully support the process to ensure the situation is handled safely and appropriately.



Parents and Carers: At GPUTC: We believe that students achieve their best when families, staff, and students work together. Our pastoral system is designed to ensure every child is known, supported, and valued.

- Understand our values and expectations when applying for a place at GPUTC.
- Work with us to maintain high standards of behaviour.
- Teachers or curriculum leaders may contact you if there are concerns in a specific subject, and Tutors will be in touch if there are broader concerns.
- Support our shared understanding of good behaviour. We will reinforce our values in meetings and communications, and we ask for your support at home.
- Accept responsibility for damage: If a student causes criminal damage to school property or school transport, we may ask parents/carers to contribute to repair or replacement costs.
- Help your child be ready to learn by ensuring they:
 - Arrive on time, and attend regularly
 - Bring the right equipment
 - Complete homework on time

Achievement Overview

Celebrating the achievement of students is a key part of the culture at GPUTC. We want to ensure that students who regularly align to the positive culture of the college are recognised. We celebrate individual achievement and achievement as a collective.

Individual Achievement		
Weekly	Termly	Annually
Achievement points – Logged on BROMCOM. Students will receive a certificate, a star and there will be communication home to parents/carers when milestones are achieved.	Students that exceed 80 points in a half term will be entered into a draw for a reward.	The 'big annual' prize – All students will be entered for a big draw in which the winner will receive a large prize.
Positive/ Improved Attendance	The students with the most achievement point every term will receive the achievement plaque. Runners up will also be recognised.	
Work force of tomorrow. Formalised on Instagram and parents informed.	Principal and Senior Tutor award	
Stars of the week – 'Brew with Boss'. This will be an opportunity for the students who receive this award to have some time with the school's principal and being recognised for their achievement.	PLEDGES	
	Curriculum specific awards. (Examples of this include the Science CREST awards) or a reading challenge.	

House Achievement		
Weekly	Termly	Annually
Weekly achievement update on Monday notices	The most 'positive' points a term for a form group will receive the tutor cup. This will be for overall points. They will keep the cup for that term.	Sports Day PLEDGES Day(s) Annual House Cup
	Termly House Competitions – Maths challenge, Spelling Bee, Design challenges	
	Powerful words	

Achievement Awards

80 Points = Bronze		350 Points = Gold	
200 Points = Silver		450 Points = Platinum	

Positive Attendance Award

Regular and sustained attendance to school has a positive impact on a young person's progress, therefore we celebrate students who have regular, sustained or improved attendance.

I will be the Workforce of Tomorrow Award

Every week a member of staff will select a student who has done something that is above and beyond, this could be an act of kindness, showing a level of resilience or helping others.

Attendance award		I will be the 'Workforce of Tomorrow' award	
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PLEDGE's

The achievement of students receiving their PLEDGE is considered a highly prized reward. The greatest reward is in achieving the PLEDGE itself. PLEDGES will be on 3 levels – bronze, silver and gold. Students are expected to achieve the bronze award by the end of year 9. This will be celebrated with a certificate that is awarded in assembly along with a pin badge.

Behaviour for Learning

The behaviour policy is designed to provide opportunities for students to modify their behaviour choices and align with the schools aims and values. Students' behaviour is expected to be in line with the college's values when their behaviour does not meet this GPUTC may use one or more of the following sanctions:

B1	An informal verbal warning.
B2	A formal verbal warning.
B3	Faculty removal to another classroom within the same subject area – Resulting in a break detention.
B4	ON-CALL where a student is removed to the reset room – Resulting in a lunchtime detention.
B5	After college 45-minute detention.
B6	Senior Leadership detention – 60-minute detention
Changes to national regulations mean that schools in England no longer have to give 24 hours' written notice before setting an after-school detention. At our college, we believe it is important to keep parents informed, so we will aim to give at least one day's notice for any detention that lasts more than 20 minutes . However, for short detentions of 20 minutes or less , we may issue these on the same day without prior notice. Legally, parents do not need to give their consent and do not have the right to withdraw their child from after school detentions.	
B5	Reset – The purpose of the reset room is to support students by helping them realign with the school's values, enabling them to return to lessons and the wider college community ready to engage and behave positively. The length of time the student spends in the reset room will depend on the severity of the behaviour and their behavioural history. • Students are supervised by a member of staff within the reset room. • They are expected to work in silence and complete all work set. Students who do not successfully complete their time in reset will receive a further sanction this could include additional time in reset or a fixed term suspension.

B6	Fixed Term Suspension – A fixed term suspension is at the latter end of the behavioural flowchart and is therefore a last resort when all other sanctions have been exhausted. The exception to this is a serious offence, in which a student may need an equally serious sanction such as a fixed term sanction (suspension). The college will adhere to the latest DfE guidance: Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement – DfE Suspension and Permanent Exclusion Guidance • The length of the suspension will depend on the stage/severity of the offence and the student's behavioural history. The college will provide appropriate work for the student during the period of suspension. • The work should be returned and will be marked by the relevant staff and will be coordinated by the Student Support Assistant (SSA). • The college will inform the Local Authority of any suspension along with the Academy Council and any other relevant party depending on the circumstances of the child involved. • All students suspended for a fixed term will be re-admitted following a readmission meeting between the parents and the appropriate member of college staff.
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Internal Support Strategies

Greater Peterborough University Technical College will use a wide range of appropriate support and intervention plans to support the needs of the individual. This support is offered through our pastoral system and curriculum areas. Parents will be kept fully informed of any additional support provided to their children, either through the curriculum areas or the pastoral teams.

External Support Strategies

Offsite Direction

In some cases, the college may consider offsite direction in which a student may spend a limited time at a school within the local area. The objective of this is to reset the behaviour of a student back in line with that of the college.

Managed Move

A 'managed move' may be considered at the principal's discretion. This term refers to an inter-school agreement whereby a student is removed from one college's roll and placed on another in the same area, avoiding a permanent exclusion on the student's college record and offering a fresh start. This is an inclusion strategy designed to keep the student in mainstream education, albeit at another school for the remainder of their school career.

Alternative Provision

In rare instances where a student can't attend due to issues like exclusion, illness, or behavioural problems, we may work with outside agencies and use an alternative provision. This would ensure continued learning and offer support for reintegration or longer-term needs, offering specialised support in an individualised learning environment. Alternative provision settings may also deliver outreach support within mainstream schools through targeted interventions to improve children's behaviour, engagement with learning or attendance and to reduce preventable exclusions.

Permanent Exclusion

Positive behaviour is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for school Principals and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the college's behaviour policy
- Where allowing the pupil to remain in college would seriously harm the education or welfare of the pupil or others such as staff or pupils in the college.

Permanent exclusions are co-ordinated by the Principal and Assistant Principal responsible for Behaviour and Culture. *This will be done in line and under the guidance of Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, August 2024.*

Behaviour Beyond the College Setting

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a college trip, on the way to or from college or via cyber bullying. In accordance with DfE (2006) Guidance (Behaviour and Discipline in College) the college acknowledges the powers to discipline students for misbehaving outside of the college's premises. This may take place when the student is:

- Taking part in any college-organised or college-related activity
- Travelling to or from college
- Identifiable as a GPUTC student
- Identifiable as a student at the college, in another way including the use of social media.
- The college may look to act when the misbehaviour:
- Could have repercussions for the orderly running of the college or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the college.

School Uniform

Students are expected to always wear the school uniform, while Sixth Form students should follow our uniform expectations. *Greater Peterborough UTC Uniform Policy (November 2025)* - [GPUTC Uniform Policy](#)

Use of Mobile phones

The use of mobile phones is not permitted on the school premises, therefore if they are seen or heard they will be removed to the house offices for return at the end of the school day.

The college has very good lines of communication which can be used, when parents and students need to contact each other in an emergency, or to get a message to each other should a situation occur. This enables GPUTC to minimise disruption and manage situations effectively.

On a limited number of occasions, the college may make concessions for:

- Students on school educational visits where the use of a mobile phone can be of benefit.
- Research to support learning, however this MUST be done under the supervision and with the permission of a member of staff.

E-Safety

E-safety refers to the safe and responsible use of technology. It applies not only to the internet but to all types of electronic communication, including social media, online messaging, gaming platforms, text messages, and email. All members of the college community are expected to adhere to this principle. *This will be done in line and under the guidance of the Meridian Trust E-safety Policy, September 2024.*

Bullying (Peer on Peer Abuse)

The academy councillors and staff believe that all pupils are entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all adults in the school to ensure that this takes place. Bullying is defined as behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. The appropriate actions will be taken to resolve the issue. *This will be done in line and under the guidance of the Meridian Trust Anti-Bullying Policy, December 2025*

Use of Reasonable Force

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. *This will be done in line with restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026.* The use of reasonable force must be used to prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise.

Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the principal will consider whether to apply sanctions in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

Prohibited items

Prohibited items in school generally include weapons, alcohol, illegal drugs, tobacco/vaping products, fireworks, and pornographic material, along with anything that could cause harm, damage property, or be used to commit an offense, such as knives, lighters, laser pens, or even excessive energy drinks and gum, depending on the school's specific rules.

Searching Students

Schools can search students for these items, with serious penalties for possession, as they pose risks to the school community. Refusal to hand over any item requested by a member of staff will be classed as defiance and escalated in line with the sanctions section of this policy. All searches will be carried out under the required safeguarding guidance and logged on my concern. The college can confiscate these items and store them in the student's house office or if the item is illegal, the matter may be referred to the police. *This is to be done in line with the following guidance Searching, Screening and Confiscation Advice for schools July 2022*

Students with SEND

We understand that some students' behaviour may be linked to their special educational needs or disability (SEND). When a behaviour incident occurs, we always consider whether the student's SEND may have played a part. However, this is done on an individual basis, as not every incident will be connected to a student's needs.

When making decisions about behaviour, we follow our legal duties, including:

- *The Equality Act 2010 and schools' departmental advice for school leaders, school staff, governing bodies and local authorities May 2014.*
- *The young person's guide to the Children and Families Act 2014.*
- Where an Educational Health care plan (EHCP) is in place working with parents and/or carers, the Local Authority and other professionals when needed.

Pupil transition

Students who are new to the college in year 7 will have in induction as part of the year 6 induction process. The expectations of the school will be explained. All students will be provided with a student handbook which provides an overview of the school's expectations. Students who transfer mid-year will be supported by their house team who will ensure they understand the college's expectations.

Staff Induction

All staff have continuous and professional development this is ongoing, they are regularly updated on any changes in policies, procedures and expectations. Staff who are new to the school will complete a comprehensive induction programme.

Policy Review

The policy will be reviewed bi-annually by the school principal and the academy council. The exception being if there is a significant increase in behaviour which is having an adverse effect on the culture of the college or changes in the department of education guidance.

Complaints and Appeals

Parents and carers have the right to make a complaint to the school if the policy has not been adhered to in a sanction their child may have been given. All complaints should come in via the head@gputc.org email address.

APPENDICES

Appendix 1 – Meridian Trust Partnership for Learning

As a student at Greater Peterborough University Technical College, I shall aim to:

- Arrive at college and lessons on time.
- Wear the correct uniform in line with college uniform policy.
- Bring the correct equipment for learning (Pen, Pencil, Ruler, Rubber)
- Behave in a positive manner which is line with the colleges Aim, Mission statement 5 STEMs and values.
- Treat others with respect and politeness always, showing respect for others' ideas and beliefs.
- Treat the internal and external environment with respect and keep it free from litter.
- Complete all homework set to the best of my ability and to deadlines.
- Complete House challenges, extra-curricular activities and PLEDGES.
- Behave safely, responsibly and politely when travelling to and from college.
- Read and agree to the college's expectations on ICT and e-safety.
- Not make disrespectful or negative comments about the Greater Peterborough University Technical College staff or students on social media sites.

Signed

As a parent or guardian of a student at GPUTC I/we will aim to:

- Support the colleges Aim, Mission statement, 5 STEMs and values.
- Communicate (Written and verbal) with all staff at the Greater Peterborough University Technical College with respect, politeness and in a timely manner.
- Attend meetings with my child's teachers or pastoral team members as scheduled
- Ensure my child attends wearing the correct uniform in line with college uniform policy.
- Ensure my child brings the correct equipment for learning (Pen, Pencil, Ruler, Rubber)
- Support my child in completing homework on time to the best of his/her ability.
- Encourage my child to take part in extra-curricular activities and the PLEDGES.
- Supply and always updated current contact details.
- Read and agree to Greater Peterborough University Technical College policies on ICT and E-safety.

Signed

Greater Peterborough University Technical College will aim to:

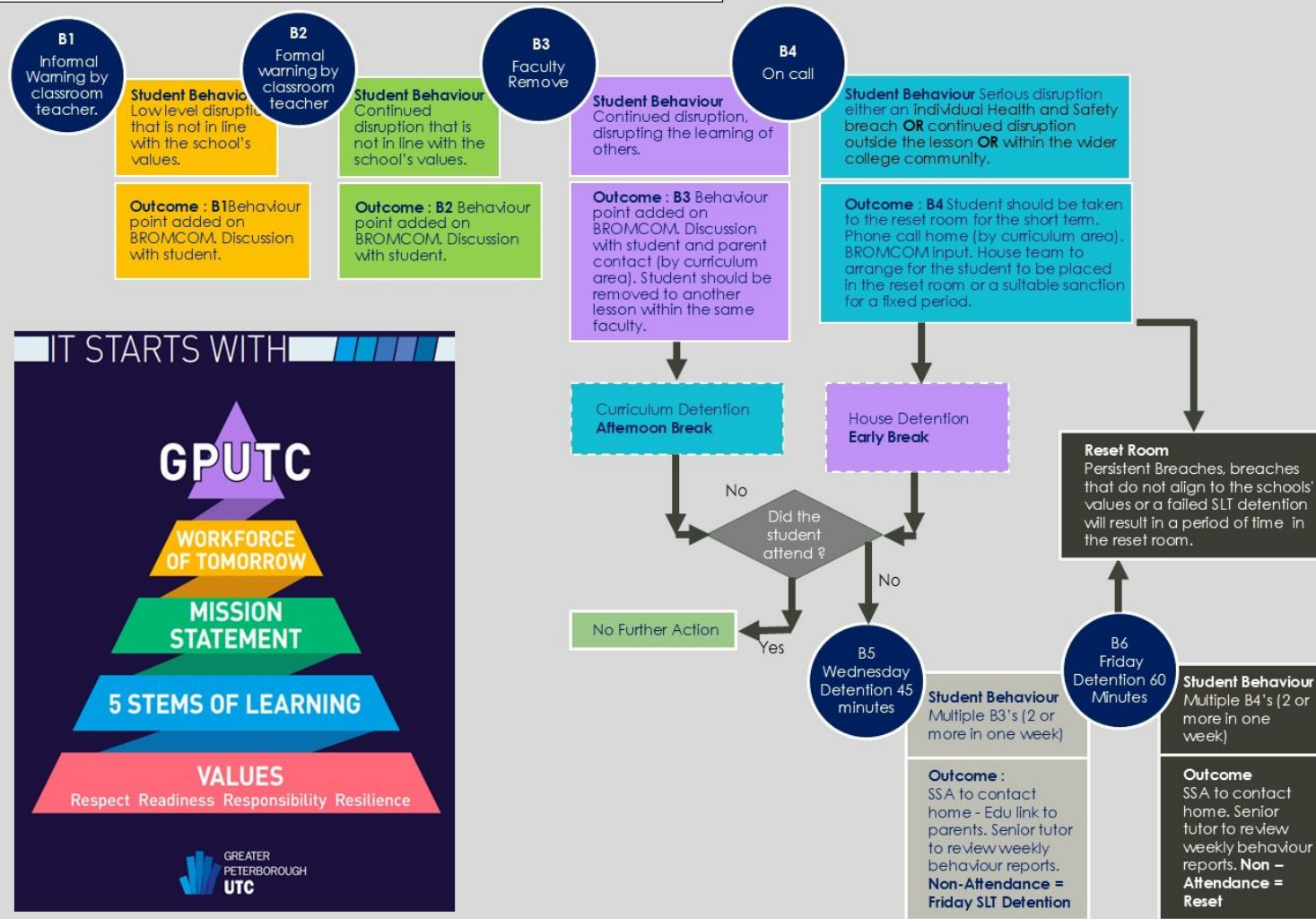
- Provide a healthy, safe and caring learning environment.
- Establish clear and consistent expectations of teaching and learning.
- Recognise your child's individual needs as a learner.
- Provide an appropriate curriculum to meet the needs of students.
- Do our utmost to ensure your child achieves his/her full potential as a learner.
- Celebrate the individual and collective achievements of students.
- Apply the college's behaviour and dress code policies consistently and fairly. • Provide regular feedback on your child's attendance, behaviour and attainment.
- Regularly review your child's academic performance and provide personalised support and guidance to help them achieve.
- Regularly seek the views of students and parents.

Signed

Appendix 2 – Behaviour for Learning Processes

Behaviour for Learning : Students' behaviour should be aligned to the culture of the school. Students will be reminded of this. Students should adjust their behaviour accordingly. If they do not then a clear, transparent set of procedures will be followed by staff.

Start of Lesson : Students lined up - Meet and Greet, Uniform /Equipment check, Seating Plan
End of Lesson : Uniform Check, Orderly departure.



Appendix 3 – Pastoral Support and Intervention

Pastoral Support and Intervention – Students who are at Phase 2 require intervention from their respective Pastoral Teams. As well as their behaviour been managed in the classroom additional monitoring will occur. Students who do not improve their behaviour will be taken to the various stages.

B7 Reset Room

Student Behaviour

Persistent Breaches, breaches that do not align to the schools' values or a failed SLT detention will result in a period in the reset room.

If a student receives three or more on calls over a period of 3-5 consecutive days OR they are involved in a serious incident.

Outcome :

Student will attend a minimum of one day in the reset room. If there is no improvement in behaviour a longer period in reset may be considered, this could be up to 5 days.

B8 Suspension

Student Behaviour :

A serious single infringement or persistent non-compliance.

Outcome :

Student will be suspended. A check should be made of the students record as to whether they have had a suspension already. This and the type of incident will guide the length of suspension.

Stage 1

The student's behaviour and conduct is not in line with the school values. The student has received multiple behaviour points. They have received at least one detention.

Action : The student will be put on stage 1 report by their tutor.

Time Scale : 2 weeks – 4 weeks

Monitoring and communication : Tutor to monitor and contact parents. Lost report = Extension of report or detention.

Stage 2

Despite being on report, there is no improvement in behaviour. The student's behaviour and conduct is not in line with the school values. The student has continued to received multiple behaviour points and detentions.

Action : The student will be put on stage 2 report by their Senior Tutor.

Time Scale : 2 weeks – 4 weeks

Monitoring and communication : Senior Tutor to monitor and parents to be invited for a 1:1. Lost report = Extension of report or detention.

Stage 3

The student has been on tutor time and Senior Tutor report. There is no improvement in their behaviour. It is not in line with the schools' values.

Action : The student will be put on stage 3 report by the senior tutor. At this stage students may be placed on a Pupil Support Plan.

Time Scale : 2 weeks – 4 weeks

Monitoring and communication : Parents will be contacted and may be invited in for a meeting. The student must check in daily with the designated Senior Leader. Lost report = Extension of report or detention.

Final Stage

The student's behaviour has not improved. The student has been placed on all three staged reports and there has been no improvement in their behaviour or conduct.

Action : Parents/carers will be required to attend a meeting, and the student will need to have a Pupil Support Plan.

Time Scale : This is dependent on the number of interventions.

Monitoring and communication : Senior Tutor to initiate, monitor and review.

B9 Alternative Provision (External)

Student Behaviour

The student has been placed on a Pupil Support Plan. As part of the plan the decision may be made to look at appropriate provision.

Outcome :

The school will consider an appropriate placement for the student, this may be for a fixed period OR a permanent placement (A managed move or similar)

B10 Permanent Exclusion

Student Behaviour

The student's behaviour is not aligned to the Values of the GPUTC. All strategies and interventions have been exhausted there has been no improvement Or A one-off serious breach.

Outcome :

The student will be permanently excluded.

Appendix 4 – Staged Behaviour Report – Example



Stage * Behaviour Report

Student Name:	
Tutor Group:	
Start Date:	
End Date:	
You are reporting to *	

You are being put on a Stage * report; this is because your current behaviour is not aligned to the values of the Greater Peterborough UTC. We will monitor your behaviour over a two-week period.

- You will be on Stage * for a minimum of 2 weeks.
- Your parents/carers will be informed.

Reason(s) why you have been placed on report: (please tick all that are relevant)

Persistent disruption to learning	
Punctuality/Attendance/Tuancy Issues	
Repeated Uniform Issues	
Poor Attitude to Learning	
Lack of Effort in Learning	
Mobile Phone/Device misuse	
Increased Behaviour Points	
Making inappropriate comments/remarks	
Other:	

Use this opportunity to speak with your tutor about a range of strategies that you can try to help you make more positive choices and to stop you moving onto a Stage 2 report.

Join a session @ After school club	
Attend the Homework Club	
Complete a FLEDGE	
Log onto Unifrog to seek careers advice	
Speak to the career's advisor	
Speak to your Tutor or your student support advisor about strategies to help with your learning.	
Speak to your Tutor or your student support advisor about any ongoing uniform issues.	
Tutor Comment	

The front of the report will explain the stage (1-3) and who the student is reporting too.

- Stage 1 – Tutor
- Stage 2 – Senior Tutor
- Stage 3 – A member of the senior leadership team.

The second page will explain the reason(s) for the report and will also identify supportive strategies.

Teacher's Comment and grade should be based on the values of the Greater Peterborough UTC. The grade should be 1-4 with 1 being the highest.

Responsibility		Respect	Readiness	Resilience	
Day: Monday				Grade	Any Dress Code Issues
Lesson 1	Teacher's Comment:				
On time?					
Yes/No	Teacher's Signature:				
Lesson 2	Teacher's Comment:				
On time?					
Yes/No	Teacher's Signature:				
Lesson 3	Teacher's Comment:				
On time?					
Yes/No	Teacher's Signature:				
Lesson 4	Teacher's Comment:				
On time?					
Yes/No	Teacher's Signature:				
Lesson 5	Teacher's Comment:				
On time?					
Yes/No					

Signature: _____
(To be signed at the end of each day)

The report will then be completed daily as above.

Appendix 5 – Pupil Support Plan

Pupil Name:		Data:	
Tutor Group:	Year Group:		
Date:	Review Date:		
Achievement Points (Year to date)	Behaviour Points (Year to date)	Suspensions (Year to date)	
ASSESS		What helps me to learn? (Student Voice)	
Summary of areas of concern:			

CYCLE ONE		PLAN DO		REVIEW
S.M.A.R.T Target (s) (Max 3)	Planned Intervention/ Strategy (Use Appendix 1.0 as a guide)	Who	Review Date	Review date: Impact of intervention. Has the target been met?

Student Signature		Parent Signature		Senior Tutor Signature	
Date		Date		Date	

Review – When all TARGETS have reached their review date

Plan Complete		Move to Cycle Two	
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Appendix 6 – List of typical of behaviour areas which will result in a fixed term suspension.

Physical assault against a pupil	Physical assault against an adult
Persistent disruptive behaviour	Use, or threat of use, of an offensive weapon or prohibited item
Inappropriate use of social media or online technology	Damage
Theft	Racist abuse
Drug and alcohol related	Bullying
Wilful and repeated transgression of protective measures in place to protect public health	Sexual misconduct
Verbal abuse / threatening behaviour against an adult	Abuse relating to disability
Abuse against sexual orientation and gender identity	Verbal abuse / threatening behaviour against a pupil

Appendix 7 – Table of fixed term suspension periods

Number	GPUTC Representative	Suggested interventions/ Support mechanisms	Suspension period
1	Senior Tutor	See pupil support plan	1 – Day
2	Senior Tutor and a member of SLT		3 –Day
3	Two member(s) of the Senior Leadership Team.		5 –Day
4	Principal	See pupil support plan with a focus on external support or Appropriate provision.	5–Day