





Pastoral Policy

North East Futures UTC has been established to change the education, skills and employment paradigm in our IT and Healthcare Science sectors in the North East. It provides the opportunity for young people from all the communities in this region to benefit from its specialist provision.

Local Governors and all the North East Futures staff are committed to a policy of equality and aim to ensure that all students, employees, job applicants, other member of the school community and visitors are treated fairly and with respect.

We aim to give equal access to the high quality educational opportunities we provide and to ensure that everyone feels that they are a valued member of the school community. We seek to create a safe and happy environment where all our students can flourish and where social and cultural diversity are celebrated.

Reviewed by:	Principal and LGB
Frequency of policy review:	Triennially
Lead Sub Committee for discussion:	Educational Standards
Last Reviewed:	May 2021
By Dan Sydes	
Ratified by Local Board of Governors on:	11 June 2021
By Michael Whitaker	
Next Review Date:	11 June 2024



1. Introduction

Our pastoral policy is the expression and embodiment of our ethos and commitment to all stakeholders to do our best to enable all our students to fulfil their potential within a supportive yet appropriately challenging learning environment.

Clear expectations, high standards and a well understood and fairly and consistently applied set of sanctions will mean that we establish a clear vision for the personal development of the students of North East Futures UTC.

Our pastoral policies include:

- Child Protection
- Anti-Bullying
- Equal Opportunities
- Exclusion
- First Aid
- Behaviour
- SEND

2. Discipline and Behaviour for Learning

We have taken account of the non-statutory advice contained in 'Behaviour and discipline in Schools: advice for Headteachers and school staff' (updated January 2016). The UTC also acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and students with Special Educational Needs and Disabilities (SEND).

At North East Futures UTC we aim to foster an ethos which ensures that all members of the UTC community may achieve their full potential both academically and socially. This ethos encourages good behaviour in all aspects of UTC life, instils the values of tolerance and respect for others and creates the conditions for effective teaching and learning.

The UTC will provide an environment in which students can be and feel safe and can enjoy and achieve. We recognise the link between providing high quality teaching and learning opportunities and a stimulating learning environment and promoting positive learning behaviour and good order. Our behaviour management strategy emphasises positive approaches and a range of interventions to ensure that the atmosphere is one of co-operation, respect and shared responsibility.

Our policy aim is to

- promote good behaviour, self-discipline and respect (see Behaviour Policy)
- outline rewards for appropriate behaviour and sanctions applied for behaviour falling short of expectations
- prevent bullying (See Anti-Bullying Policy)
- set out the framework of pastoral support, principles for communication with parents and the legal background to specific procedures

3. Roles and responsibilities

The Principal has the overall responsibility to determine the School's procedures, set the standards of behaviour, determine school code of conduct and any disciplinary sanctions.



The Senior Leadership Team (SLT) and all staff will create a culture of respect by making explicit and reinforcing the desired standards by supporting agreed standards and each other in implementing them. The Assistant Principal has day to day responsibility for leading behaviour management.

Staff will adopt the following principles when dealing with colleagues, students, parents and other visitors

- respect each other
- listen to each other
- treat everyone as a professional
- de-escalate incidents and seek to reconcile

4. Expectations of student behaviour

All students and their parents have accepted and agreed to the Code of Conduct and Dress Code. We will have few formal rules but we do have clear expectations. We will discuss those expectations with students. In particular students have a responsibility at all times to

- work to the best of their ability
- treat others with respect, consideration and good manners
- help to prevent all forms of bullying
- behave helpfully and responsibly
- respect the beliefs and opinions of others
- treat the UTC environment and property and the property of others with care and respect
- adhere to the UTC dress code
- allow others to learn and teachers to teach
- adhere to all relevant policies and guidelines such as Information Communication Technology Acceptable Use and the Anti-Bullying Policy

This is reinforced in the code of conduct available in the Student Handbook online and the Behaviour Policy and teacher's Behaviour Guidelines.

5. Positive reinforcement, rewards and sanctions

More detail on rewards and sanctions can be found in the UTC's Behaviour Policy, teacher's behaviour guidelines and Student Handbook.

Students exceeding high expectations should be celebrated and recognised for the efforts. Students who have not reached expectations should be sanctioned in a fair and proportionate way and there should be an element of reconciliation and restoration.

Staff at all levels should be positive role models for student behaviour.

6. Pastoral Support Framework

All staff have a pastoral role and will support student welfare and well-being. We aim for each student will have access to a mentor from the world of work who will bring an extra dimension to student development and help promote an understanding of the importance of the skills valued by the UTC.



The UTC accepts that for a wide variety of reasons (such as having a special educational need or disability) some students may require additional support to learn and display positive learning behaviour. For these students, the UTC will draw on a range of interventions in order to support and improve behaviour. Strategies include consideration of curriculum need, additional support through a behavioural or pastoral support programme and use of external expertise as appropriate.

7. Partnership with Parents

The UTC believes strongly in the power of working in close co-operation with parents, carers and guardians. The UTC will, therefore, seek to involve parents or carers actively in all we are trying to achieve. Approaches will include

- phone calls, emails, letters, text messages
- meetings
- home UTC agreements
- development of working relationships between UTC staff and parents/carers

We hope that parents will always feel able to approach the UTC for formal or informal discussions.

8. Pastoral Programme and Personal Development

The Pastoral programme at the UTC includes a discrete 20 minute daily tutor time and, for all students, a weekly discrete Personal Development period.

The wider Pastoral and duty of care is implemented throughout the UTC day.

The discrete programme has been developed to deliver at least all statutory elements of:

- Religious Education
- Spiritual, Social, Moral and Cultural Education
- Citizenship and Personal, Social and Health Education
- Life in Modern Britain
- Careers Education that will as a minimum standard meet the requirements of the [Gatsby Benchmarks](#)
- Financial Education

9. Related Policies and Docs

- Safeguarding and Child Protection
- Anti Bullying
- ICT Acceptable Use Agreement
- Exclusion
- Equal Opportunities