

# Behaviour Policy

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Dated (updated)	2 <sup>nd</sup> September 2024

This policy will be reviewed on an annual basis. Launch2Learning reserves the right to amend this policy, following consultation, where appropriate.

Date created:	9 <sup>th</sup> Feb 2022
Date of last review:	2 <sup>nd</sup> September 2024
Date of next review:	2 <sup>nd</sup> September 2026

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## **1.Aims**

Launch2Learning aims to create a positive environment that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment. We have a whole organisation approach to maintaining high standards of behaviour that reflect our values of Positivity, Gratefulness, Resilience and Mindfulness. This policy aims to outline the expectations of behaviour at Launch2Learning; provide a consistent approach to behaviour management that is applied equally to all pupils as well as define what we consider to be unacceptable behaviour (for example: bullying and discrimination).

## **2. Legislation, statutory requirements and statutory guidance:**

This policy is based around the Department for Education (DfE) legislation and advice on:

[Behaviour and discipline in schools: advice for headteachers and school staff;](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

In addition, this policy is based on: [Schedule 1 of the Education \(Independent School Standards\) Regulations 2014;](#) paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires

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## 3. Definitions

Misbehaviour is defined as:

- Disruption in sessions,
- between sessions and at break and lunchtimes
- Non-completion of session work or homework Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of our rules
- Any form of bullying, Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent) Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
  - upskirting
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Vapes?
  - Fireworks
  - Pornographic images
  - Any article 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 pupil)

## 4. Bullying

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.

Bullying is, therefore: Deliberately hurtful, repeated, often over a period of time, difficult to defend against

Bullying can include:

### TYPE OF BULLYING DEFINITION

1. Emotional: Being unfriendly, excluding, tormenting
2. Physical: Hitting, kicking, pushing, taking another's belongings, any use of violence
3. Prejudice-based and discriminatory, including:

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- Racial
- Faith-based
- Gendered (sexist)
- Homophobic/biphobic
- Transphobic
- Disability-based

Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) sexually explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

4. Direct or indirect verbal Name-calling, sarcasm, spreading rumours, teasing
5. Cyber-bullying Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Launch2Learning will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it.

- A clear account of the concern will be recorded and given to the Designated Safeguarding Lead.
- The investigating member of staff will interview everyone involved and keep a detailed record.

This will be held in line with the school's data protection policy/practice.

- Parents/carers and other relevant adults will be kept informed.
- Where bullying occurs outside of Launch2Learning, any other relevant schools or agencies will be informed and advice/support obtained.
- Restorative measures will be used as appropriate and in consultation with all parties involved.

## **Pupils & Staff**

Staff who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Providing reassurance that the bullying will be addressed
- Offering continuous support.
- Restoring self-esteem and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate.
- Help and advice on how to remove online material.

## **6. Roles and Responsibilities**

All Teaching and Support Staff will:

- implement the Behaviour Policy consistently
- model positive behaviour
- provide a personalised approach to the specific behavioural needs of particular pupils; understanding that the quality of learning, teaching and attitudes to learning are inextricably linked and the responsibility of all staff
  - listen to pupils
  - encourage relationships based on kindness, respect and understanding of the needs of others;
  - treat each pupil as a unique individual with their own talents and abilities, ensuring fair treatment for all regardless of protected characteristics, including: age, disability, gender, race, religion or belief, or sexual orientation

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- where possible consult with pupils on matters which will affect their life at school;
- take ownership of managing behaviour – including consulting with the Cluster Manager about issues.

## Pupils will:

- treat others with respect, kindness and courtesy;
- follow the expectations of Launch2Learning
- try to do their best to understand the needs of others and offer help when they need support
- strive to achieve their personal best in everything they do;
- let others around them work without disruption;
- listen to others when they are speaking and take their views seriously even if they are different from their own;
- remember that everyone makes mistakes and we can learn from them;
- never resort to verbal, physical or cyber abuse to peers, or make sexist, racist, homophobic or other prejudicial comments;
  - never risk the safety or health of another person;
  - never interfere with, or damage, Launch2Learning's property or the property of others.

## Parents/carers will:

- support their child in order to fulfil their responsibilities as a pupil,
- communicate politely with staff at Launch2Learning through telephone, email, letter or face to face and refrain from the negative use of social media

## Cluster Managers will:

- have oversight of 'Behaviour for Learning' and are responsible for all related matters at an operational and strategic level within their Cluster.
- The Cluster Manager is responsible for reporting the impact of the policy to the Director of Operations at Launch2Learning
- Cluster Managers will work together with the Director of Operations to share good practice in all matters related to personal development, behaviour and welfare.

## Directors:

- will be responsible for monitoring this Behaviour Policy's effectiveness and holding the Cluster Managers to account for its implementation.
- have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils. (Behaviour & Discipline in Schools Jan 2016)
- must take a close and regular interest in behaviour issues and should ensure that responsible staff are taking appropriate and timely action to tackle poor behaviour and are supported in their roles to do so. In order to monitor the Policy's implementation and evaluate its impact on pupil outcomes,

## Directors will:

- understand how the organisation's performance compares with national data and LA averages;
- expect that they are informed of any emerging problems and notable successes;
- review the policy annually, or sooner if legislative changes dictate.
- consider emerging trends across schools within the organisation and support Cluster Managers in collaborative working to raise standards.

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## Praise and Celebration:

At Launch2Learning we believe that praise and celebrating success is the best way to instil positive behaviour in our students, staff and community. We work hard to celebrate success and praise students in a manner which will positively impact on their behaviour.

## Learning Management

- Our centres should be a positive, safe and encouraging environments so that each pupil can learn and be successful
- De-escalation of negative behaviours should be encouraged at all times.
- Furniture should be arranged to provide an environment conducive to on-task behaviour
- Stimulating displays (where appropriate) help to create a positive learning environment
- All of our sessions are completely bespoke and delivered to support the students to achieve good outcomes
- Lessons should develop the skills, knowledge and understanding in a way, which makes learning fun
- Our student's work is assessed throughout sessions in a way, which shows where they are and what they need to do to improve.
- Personal praise should be used frequently.

## Suspensions and Exclusions:

At Launch2Learning we are very careful to assess our ability to provide appropriate support to our students before they start with us. If there is an incident where a student has been unsafe on site, we will ask parents/carers to support us with online sessions until a meeting can be organised with all key stakeholders and a re-assessment of our risk assessment is completed so that we can make sure we are fully supporting our learner.

In the very rare situation where we do not feel that we can meet the need of a student, we support all key stakeholders in finding appropriate support elsewhere and including the student in these discussions so that they understand the decisions being made.

## Stage of Support for Behaviour – Personalisation & Equality

All staff at Launch2Learning try to avoid using sanctions wherever possible. They also understand that if sanctions need to be used they must discuss these with the Cluster Manager and they must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

The past experiences of looked-after and previously looked-after children can impact on their behaviour. It is important to remember this when staff at Launch2Learning are considering how best to support the child or young person with their learning and the design and application of the organisation's Behaviour Policy. We work closely with stakeholders and will liaise with virtual schools where additional support is needed for Children Looked After (CLA) and Post-CLA pupils. Similar consideration is made for pupils who are subject to a Child Protection or Child in Need Plan. Staff at Launch2Learning will consider Safeguarding arrangements in all decisions related to behaviour. Reasonable adjustment should be considered where appropriate.

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More information for staff in relation to the Graduated Response and support for pupils who do not meet behaviour for learning expectations can be found in the Staff Handbook for Staff and Contractors.

## Malicious Allegations Against Staff:

Where a pupil makes an accusation against a member of staff or contractor at Launch2Learning and the accusation is shown to have been deliberately invented or malicious, the Cluster Manager will consider whether to take disciplinary action towards the accuser in accordance with this policy.

This may include a referral to the police to consider if action might be appropriate against the accused.

Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected. Investigating Incidents & Written Accounts General guidance is that pupils should always have an opportunity to express their version of events. Alleged victims, perpetrators and witnesses, if applicable, will have the opportunity to make a written account from which members of staff can determine a best fit outcome to an incident on the balance of probabilities.

Written accounts should be supervised by the member of staff initially dealing with the incident in an age-appropriate way; the pupil should be able to have an adult scribe for them if appropriate and should they not be able to write their own account. Pupils will sign and date their accounts as a true record of events. Parents/Carers will not be contacted in advance of their child writing an account. Written accounts will be retained by the individual cluster.

## Peer on Peer Abuse (Anti-Bullying):

Peer on Peer Abuse is not tolerated at Launch2Learning. Preventative work through regular conversations with tutors, learning, restorative conversation techniques, and other activities help to promote positive behaviour.

More information for parents / carers in relation to Launch2Learning's Peer on Peer Abuse (Anti-Bullying) Policy, can be found on our website.

## Cyber Bullying Under the Education and Inspections Act 2006:

Launch2Learning will work closely with the referring school or Lead Worker to fully investigate cyber-bullying. If a cyber-crime may damage discipline, as in targeting a teacher, Launch2Learning, with the support of the referrer, can act. Similarly, if cyber bullying affects a pupil in school, Launch2Learning can act.

The Protection from Harassment Act 1997 makes it an offence to pursue a course of conduct amounting to harassment (the organisation would seek police involvement due to a criminal offence being committed). Behaviour that causes alarm or distress is criminal harassment (see E-safety policy).

More information for parents / carers in relation to consequences for pupils who do not meet behaviour for learning expectations can be found on our website.

## Restorative Justice & Restorative Conversations:

Restorative approaches may be used to resolve conflicts between pupil peer groups and also between pupils and staff members.

## Reasonable Adjustment & Pupil Support Systems:

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Launch2Learning recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Cluster manager will be supported by the organisation's SENCO to evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

At Launch2Learning, we work with all key stakeholders in a multi-agency manner. Where necessary, support and advice may also be sought from other professionals or agencies, such as: specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. \* When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child.

Launch2Learning will work with parents/carers to create the plan and review it on a regular basis.

## Communication:

Effective communication between and across various stakeholders is important in developing strong relationships and dealing effectively with incidents and in promoting high standards of behaviour and learning.

Communication with the Local Authority: At Launch2Learning, we work closely with officers in the Local Authority (for example Lead Workers and the Head of Alternative Provision) to produce effective strategies for combating all forms of inappropriate behaviour.

## Pupils being spoken to by Police/PCSO's at Launch2Learning:

On the rare occasion that students will need to be spoken to by the Police/PCSO's. The situation tends to fall into one of two categories:

1. INFORMAL – The Police Officer and PCSO's (Police Community Support Officers) associated with our school localities may drop in to Launch2Learning at any time and may chat to pupils at appropriate times on an informal basis. Pupils can feel free during these times to discuss any worries or concerns that they may have, as we feel PCSOs are a part of the extended community.

There may be occasions when staff elicit the support of the Police/PCSO when dealing with matters such as theft, cyber bullying, anti-social behaviour etc. This is not a formal interview (See Point 2) and in these cases a member of staff will sit with the pupil(s) involved and, out of professional courtesy, parents/carers will be informed that a conversation has taken place to help pupils and the school resolve any concerns. Parents/carers may not be contacted in advance.

2. FORMAL – There may be occasions when the Police and PCSO's will need to formally interview a pupil. If this is the case then advice will be taken at the time, usually by a senior member of staff if they are available, if not an appropriate member of staff, as to whether the parent/carer should be contacted to inform them. On rare occasions Launch2Learning may be instructed by the Police NOT to make contact with the parent/carer; this is usually because it may jeopardise the Police investigation. In the majority of cases parents/carers are informed of police involvement and they are requested to come into the school.

There are also cases when police will need to act with urgency and immediacy to protect pupil and staff welfare or to preserve evidence. In cases like this, parents/carers will be notified when deemed appropriate by the school.

Use of Reasonable Force: Any use of force by staff will be reasonable, proportionate and lawful.

Reasonable force will be used in accordance with the DfE guidance Use of reasonable force: advice



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for head teachers, staff and governing bodies and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own, engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

At Launch2Learning, we do not use physical restraint. In serious and exceptional circumstances where restraint is used by staff, this is recorded in writing on an organisation proforma and this is retained as part of the 'Bound Book'.

Pupil's parents will be informed about incidents involving the use of force. Force is never used as a form of punishment.

Searching Pupils Informed consent: staff may search a pupil with their consent for any item.

Appropriate consideration will be given to factors that may influence the pupil's ability to give consent. If the pupil refuses, sanctions will be applied in accordance with this policy. Searches

without consent: In relation to prohibited/banned items, as defined below, a Cluster Manager and staff authorised by the Head Office, may search a pupil or their possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited/banned item in their possession.

Searches without consent will only be carried out on Launch2Learning premises, or where the member of staff has lawful control or charge over the pupil, for example, on school trips. Prohibited [banned] items: Includes: knives, blades or weapons, alcohol, illegal drugs and stolen items, smoking paraphernalia, including tobacco and cigarette papers, lighters, and vapours; fireworks, lasers, tools, pornographic image, images of child abuse, images of nudes / semi nudes, and any other items as defined as such from time to time. It shall also include any article that a member of staff 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 pupil; any item banned by the school rules identified as being an item which may be searched for; and any other items as defined in law as such from time to time. Searches generally: If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of school property, e.g. pupils' lockers; and / or
- a search of personal property (e.g. bag or pencil case within a locker).

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, this will be conducted by members of staff of the same gender as the pupil, however, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff, a search may be conducted by a member of the opposite sex with a witness present.

Where the Cluster Manager, or staff authorised by the Head Office, find anything which they have reasonable grounds for suspecting is a prohibited/banned item, they may seize, retain and dispose of that item as appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation and further information can be found in the Searching, Screening and

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Confiscation Policy Telling Parents and Dealing with Concerns schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item, or they might notice a pupil behaving in a way that causes them to be suspicious.
2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspects a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
3. Authorised organisational staff can view CCTV footage in order to support decision-making as to whether to conduct a search for an item.
4. There is no legal requirement to make or keep a record of a search, although schools will do so
5. Launch2Learning should inform the individual pupil's parents or carers where banned or illegal substances are found, though there is no legal requirement to do so.

Concerns about searching should be dealt with through our complaints procedure.

## **Monitoring, Evaluation and Review:**

The effectiveness and impact of the Behaviour for Learning Policy will be monitored through the collection and collation of evidence which may include, but not be exclusively limited to,:

- Achievement data (progress checks)
- Director QA reviews and LA QA reviews
- Attendance data
- Information Management System Log data (positive and negative)
- Exclusions data
- Social, emotional scaling tools
- Pupil & Staff Voice exercises
- Reports from Cluster Managers

Performance will also be monitored and evaluated through Line Management meetings.

By evaluating the success of the policy, Launch2Learning will consider to what extent:

- we have been able to support challenging behaviour exhibited by students
- Monitoring and evaluation processes judge Personal Development, Behaviour & Welfare.

Particular attention will be given to the data for vulnerable pupils to ensure that appropriate interventions are in place to support them. The regular internal procedures for monitoring behaviour are outlined in Launch2Learning's Quality Assurance (QA) Calendar.

Day to day procedures that ensure the smooth operational practice may be changed at the discretion of the Cluster Manager and reported to Directors retrospectively.

## **Training:**

Launch2Learning staff are provided with training on managing behaviour as part of a yearly CPD process.

Related Documentation may include:

- Lateness Procedures
- Template for written accounts
- Stages of Support Overview

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- Guidance for Parent /Carers

Relationship to other Policies:

The Behaviour for Learning Policy should be read in conjunction with the following relevant policies:

- E-safety
- Safeguarding & Child Protection
- Peer on Peer Abuse (Anti-Bullying)
- Attendance
- SEND
- Staff Code of Conduct