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BEHAVIOUR POLICY 2024-25

Legislation:	Education/ Other
Lead Member of Staff:	Bhavinder S Tahli
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Background to Work'n'Learn as an Organisation

Work'n'Learn is a private company working closely with Local Authorities, Local Authority Schools, Academies, Free Schools, Independent Schools, Special Schools, Pupil Referral Units, Alternative Providers, Charities, Community Interest Groups, Businesses, and Parents and Students, including other contractual partners in a combined partnership whose aim is to provide bespoke programmes to meet the educational needs of school students, particularly those who may be struggling to cope with full time, mainstream school. The services provided by Work'n'Learn vary greatly and encompass the following – Mental Health (counselling, mentoring, therapy, coaching) – Work Placements (block work experience, extended work experience) – Qualifications (accredited and non-accredited) – Information, Advice and Guidance – Workshops (awareness programmes for SEN students) – Resources.

The programmes the company offers vary from delivering in-school GCSE Qualifications to off-site learning on Extended Work Experience Placements. The nature of the company's business activities therefore make it necessary to work closely with young people. With this in mind, the Director of Work'n'Learn, Bhavinder Singh Tahli, understands his responsibilities under current Legislation and Statutory Guidance concerning the Health, Safety, Welfare, and Safeguarding of all young people placed under the care of Work'n'Learn on any of the above mentioned educational programmes.

It is also incumbent on Work'n'Learn to ensure that the behaviour of all young people with whom they work is monitored and governed by principals which:

- i) Allow them to obtain maximum advantage from the opportunities which Work'n'Learn offer them
- ii) Allow them to be good ambassadors for themselves, their educational providers and their families
- iii) Allow them to understand how they can fulfil their future roles as responsible citizens
- iv) Allow them to enter into positive relationships with work colleagues and adults in authority in a work environment
- v) Educate them into understanding the importance of positive relationships and how this can alleviate some of the problems which have hampered their previous experiences and progress

It is these principles in addition those outlined by the DfE and Ofsted that govern the structure and content of the Work'n'Learn Behaviour Policy

Responsibility for Implementation of This Policy:

The responsibility for implementing this policy rests with the management and all staff of Work'n'Learn. All of the young people with whom we work will be informed of the standard of behaviour expected of them at their induction onto our programme. They will also be encouraged to play a part in the implementation of this policy.

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1. Policy statement and principles

The management and staff of Work'n'Learn believe that good behaviour is necessary for an effective learning experience to take place. Our fundamental belief is that respect for self and others is the basis of good behaviour.

This policy was written and is to be read and understood by all staff within the organisation as a mechanism to support behaviour along with Keeping Children Safe in Education (September 2024).

We seek to create an inclusive and caring environment for our young people by:

- Promoting desired behaviour and discipline
- Promoting personal development
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring equality and fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach, which involves them in the implementation of our policy and associated procedures

- Promoting a culture of praise and encouragement in which all young people can achieve.
- Encourage positive behaviour and attitudes for all young people

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

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

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students.

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property.

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 the school to have an anti-bullying strategy.

3. Definitions

3.1 Misbehaviour is defined as:

- Disruption of any educational or work experience
- Disruption at break and lunch times in any building where an activity is taking place
- Non-completion of any work set by task organisers
- Poor attitude and refusal to cooperate
- Repeated breaches of Work'n'Learn rules

3.2 The following behaviours are not accepted at Work'n'Learn or on any of their activities/programmes:

- Possession, distribution or use of weapons, stolen items, fireworks, alcohol or any illegal substances (Article 33 UNCRC).
- Possession, distribution or propagation of materials inciting hatred or division among individuals based on religion, culture, creed, sexual orientation or colour.
- Possession, distribution or propagation of materials or ideologies that may encourage terrorist activities, views or other similar unlawful activities.
- Bullying, harassment, discrimination, cruel or unkind remarks (Article 2 UNCRC).
- Theft, vandalism, violent behaviour or play fighting (an un-refereed contest in which participants try to dominate each other without inflicting injury).
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.

- Endangering fellow students, staff, workers or animals that they may have to interact with as part of a programme.
- Unauthorised use of mobile phones or other electronic equipment, including listening to music during lessons.
- Smoking or vaping on any premises where an activity or programme is taking place.
- Lack of respect for peers, tutors and any other members of staff.
- Unauthorised use of fire prevention equipment including fire alarms

At Work'n'Learn we do everything possible to support students who display challenging behaviour. This includes the kind of social and emotional support which allows students to change some of the negative thought patterns they may have.

3.3 Harmful Sexual Behaviour:

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults. It's harmful to the children and young people who display it, as well as those it is directed towards.

In assessing and responding to any harmful sexualised behaviour our DSL will ensure that we follow the local Good Practice Guidance: Responding to Sexual Behaviour in Children and Young People-A Whole School Approach - 2021. Refer to 7.1 and our own **Safeguarding Policy**.

4. Roles and responsibilities

4.1 Governing Body

The Governors are responsible for reviewing and approving this behaviour policy and monitoring its effectiveness, by holding the proprietor to account for its implementation.

4.2 The Proprietor and Senior Leadership Team

The proprietor and SLT will ensure that any educational environment where students are placed encourages positive behaviour. Staff will be expected to deal effectively with poor behaviour, and SLT will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. All decisions made will be done in the best interest of our students (Article 3 UNCRC).

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Recording behaviour incidents promptly and accurately.
- Attempting trained behaviour management strategies themselves before requesting support from SLT.

The senior leadership team will support staff in responding to behaviour incidents.

4.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct and school policies.

- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the school promptly.

5. Student code of conduct

Students will be expected to:

- Arrive at any organised activity on time, ready to participate and learn (Article 28 UNCRC). Our young people are encouraged and rewarded for regular punctuality not only at the start of any activity but also when returning from breaks.
- Always bring any allocated equipment or wear any personal protective equipment necessary in a work place environment.
- Complete all set work during educational sessions to ensure that they progress. Incomplete work from each lesson will be compiled and presented to students during catch up sessions. Any outstanding work will be sent home to be completed as homework.
- Refrain from smoking or using a vape on any premises where an activity is taking place
- Refrain from bringing drugs, weapons or other objects capable of endangering another person.
- Refrain from attending an organised activity under the influence of drugs or other banned/illegal substances.
- Reflect the school's core values by respecting peers, tutors and other staff members or work place colleagues.
- Be honest, show integrity and demonstrate this by being polite, considerate and behaving in a manner which does not negatively affect their learning experience.
- Understand the importance of respecting their learning environment by keeping it clean, tidy and free from graffiti.
- Mindful that any wilful damage of equipment or furniture will result in those responsible being held accountable. This will trigger a letter for charges for the damage, for which payment will be expected within 30 days; this can be paid in full or in instalments.
- Understand that Work'n'Learn, (nor any of its partners), does not administer medication to young people on their programmes. Young people who are prescribed medication are responsible for taking their medication before and during school hours. Should a young person have not taken their medication they will be sent home due to safeguarding concerns around themselves and other students.
- Understand that play-fighting can be viewed as bullying and may require a phone call home. If it continues then a meeting of all the partners in the placement will be called and the young person's placement may be endangered.

6. Child on Child Abuse

Child on child abuse is the consistent and deliberate actions of a person, or group of people, which are designed to hurt or harm the person at whom they are directed. In line with 'Keeping Children Safe in Education (2024)', and also Work'n'Learn's Safeguarding and Child Protection Policy 2024, we must recognise that children and young people are capable of abusing other young people. The 2024 version of KCSIE emphasises that this kind of abuse may not be limited to young people of a similar age group and can often mean the targeting of younger children by older ones.

This kind of bullying is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff are trained to recognise these symptoms and understand how to implement the

Child on Child abuse is not tolerated at Work'n'Learn and its disclosure/recognition is encouraged by:

- ❖ The creation of an open environment where students feel safe to share information about anything that is upsetting or worrying them.
- ❖ A strong and positive PSHE/SMSC input by ourselves or one of our educational partners that tackles such issues as prejudiced behaviour and gives students an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.
- ❖ Constructing educational/vocational experiences which promote an environment based on equality enabling our young people to make safe and informed choices, be aware of their rights, know how to get support if they are unhappy with something and what it means to give true consent.

7. Rewards and sanctions

7.1 Rewards

As an educational organisation, we believe in rewarding and celebrating good behaviour, attendance, punctuality and hard work.

We operate:

- ✓ A points system in which young people gain points for working hard and behaving well and losing points for doing the opposite.
- ✓ These points can be amassed and traded in for a range of gifts at a time of the students choosing. The longer they wait the better the gift.
- ✓ Positive behaviours are also reported back to the young person's educational base so that their achievements can be recognised and keyed into whatever system they use for rewarding such achievement.
- ✓ Many of our young people realise that their ultimate reward is less tangible than a gift, but comes in the form of increased achievement levels in academic areas, the college course of their choice on leaving compulsory education or an apprenticeship placement with a company where they did their work placement. All of these would have been unachievable when the young person was initially referred to one of our programmes.

7.2 Behaviour Sanction Stages

If a student misbehaves or demonstrates undesirable behaviour on one of our placements, we have a staged approach to dealing with this:

Stage 1 - Meeting with their personal Mentor to go through the following:

1. Work'n'Learn expectations
2. The record of undesirable behaviours and their frequency
3. Behaviour targets set out in their original behaviour support plan
4. Referring organisation and parents are informed of this stage but no meeting is arranged
5. Verbal warning and timescales set for review are given

Stage 2 - Meeting with the Proprietor and the other educational partner, parents and the referring agency. A list of behaviour strategies implemented will be discussed. New alternative strategies and targets are set with a time frame. First written warning is given.

Stage 3 – Full meeting called with all agencies involved with the young person as well as the student and their parents/carers.

- Detailed discussion of problems faced and strategies employed.
- Genuine debate about a way forward with all options discussed.
- If possible new plan designed with new targets and timescales
- A second warning is given.

Stage 4 - Student will be referred back to the referring agency with all the documented evidence about the placement(s) breakdown. Further action on how to proceed with the young person concerned will be dependent upon the referring agencies policies and procedures.

In the case of a SEND student, an urgent EHCP meeting is arranged by the SEND Lead and a proposal for a change of placement is raised. If/when an appropriate new placement is identified and a personalised transition plan is put in place Work'n'Learn will support the student's transition process to new provision and the placement with Work'n'Learn is closed.

NB: A student can go straight to stage 4 at the discretion of the Proprietor in consultation with SLT and partnership organisations if:

1. They are involved in any form of violence
2. They are involved in serious safeguarding issues

Exceptional Circumstances

There will be other exceptional circumstances where a young person will be put straight onto stage 4 if they are involved in the behaviours listed below. This will be at the Proprietor's discretion in consultation with the SLT. and may depend upon the severity and repetitive nature of the behaviour

1. Smoking/vaping on the premises where a young person's designated activity is taking place
2. Bringing drugs onto the premises
3. Be in possession of a weapon on the premises
4. Bullying another young person or colleague
5. Using racist language
6. Stealing from staff, another young person or a visitor
7. Damaging furniture or equipment intentionally
8. Displaying inappropriate sexual language or behaviour.

8. Behaviour management

8.1 Classroom Management:

On occasions staff at Work'n'Learn may be required to supervise young people in a classroom environment. On the rare occasions that this happens we have a guided routine for settling students into the learning process:

- "Meet and Greet" students at the beginning of each lesson. This sets a positive atmosphere but also makes the students feel welcomed into the classroom.
- Settler activities are then given to the students to relax them into a good frame of mind for their learning tasks. This improves focus and engagement right from the beginning of the lesson.
- Behaviour and classroom expectations are explained and visually displayed in a positive and simple manner.
- The objectives of the learning activity are displayed so that the young people understand what the expected outcomes of their learning experience are to be.

These simple procedures are applied consistently by any member of staff in the classroom situation as the focus on the structure and routine of starting a learning experience is crucial to its success.

8.2 Critical Incidents:

All staff have an important role to play in supporting the emotional health and well-being of the learning environments in which Work'n'Learn place young people and in maintaining the structures and processes by which they function. A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within such an environment and which overwhelms their normal coping mechanisms.

The method for dealing with such incidents will vary according to their nature. It may be possible to deal with the incident by following the organisations normal procedures, but in some cases the organisation will need to seek advice from a senior Work'n'Learn staff member on our open line number.

If an incident does occur, staff are required to complete a critical incident form within 24hours.

8.3 Behaviour Contract

The Work'n'Learn Behaviour Contract is an intervention that is used to challenge and increase positive conduct in the young person. Targets are discussed between parent/carer, student and a member of the senior leadership management. The detail of the contract is a major part of the initial meeting between the young person and their allocated Mentor.

If the Work 'n' Learn Team determines that the behaviour contract is not being followed, then this can result in referral to the 4 stage sanction procedure outlined earlier.

8.4 Monitoring Behaviour:

Since most young people are referred to Work'n'Learn because of behaviour difficulties in their mainstream provision, their behaviour on our programmes is central to their success. This means that we have to make it a major focus of our mentoring process and monitor it closely. These are the mechanisms that we have in place:

- o Data from the referrer on the reasons for the referral
- o A personal progress plan which targets the reduction of poor behavioural traits and an increase in positive ones
- o Identifying triggers for poor behaviour and development of strategies to reduce the impact of these triggers
- o Daily, early morning, feedback on attendance and punctuality
- o Regular feedback from employers/providers on the progress of students allowing the early identification of problem areas
- o Half termly reports where everyone involved with a young person contributes to the level of progress being made
- o Half termly checklist which identifies different behaviour patterns and their level of improvement
- o Student feedback on their own behavioural performance
- o Feedback from parents/carers about home based behaviour and whether it improves or not

Our whole emphasis when monitoring behaviour is to emphasise the positive and to create a reduced stress environment which allows good behaviour to flourish.

Should we require the assistance of expertise we have close working relationships with various multi-agency professionals, such as; YOT, LACES, CAMHS, Alternative Education Providers, Police and school panel, Police Community Officers, with an overall goal to positively influence the behaviour and learning of our learners.

9. Restorative Justice

This is a process whereby the offender meets their victim to explain to the offender the impact of their actions, enabling him or her to understand the consequences of their actions. At Work'n'Learn, we use such cases as opportunities to address the negative feelings and emotions that bad behaviour causes and compare that with feelings and emotions that both sides feel by putting it right.

Restorative justice can be done between two or more students and/or staff and students.

Restorative Justice Process (Article 13 UNCRC):

Student commits a serious offence (bullying, hitting, injuring etc.)

Victim and offender receive pastoral support

Victim meets the offender for mediation

Offender apologises

Sign restorative form

Offender continues to be monitored and to receive more guidance

10. Mental Health & Behaviour

Work'n'Learn promotes the mental health and wellbeing of their referees through the following:

- ✚ A committed senior management team that sets a culture within the organisation that values all students; allows them to feel a sense of belonging, and makes it possible to talk about problems in a non-stigmatising way.
- ✚ A culture of setting high expectations of attainment and progression for all students through consistent support. This includes clear policies on behaviour and bullying that set out the responsibilities of everyone in the organisation and the range of acceptable and unacceptable behaviour for the young people referred.
- ✚ Working with referring agencies, working partners, parents and carers as well as the students themselves, ensuring their opinions and wishes are taken into account and that they are kept fully informed so they can participate in decisions taken about them.
- ✚ Continuous professional development for staff that makes it clear that promoting good mental health is a responsibility of the job
- ✚ Working with more qualified outside agencies and referrers to provide interventions for students with mental health problems.
- ✚ A holistic approach to promoting the health and wellbeing of all young people that we work with
- ✚ Working with our partner organisations to develop strategies for providing students with inner resources that they can draw on as a buffer when negative or stressful things happen helps them to thrive even in the face of significant challenges.

How Work'n'Learn identifies the risk of mental health concerns	
Effective use of data	Changes in students' patterns of attainment, attendance or behaviour are noticed and can be acted upon.

<p>An effective pastoral system</p>	<p>At least one member of staff knows every student well and can spot where bad or unusual behaviour may have a root cause that needs addressing. Where this is the case, our collegiate system of working with educational partners combined with our policies provide the structure through which we can escalate the issue and make decisions about what to do next.</p>
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11. Training

All staff at Work'n'Learn are provided with training on managing behaviour, and more advanced training is made available as part of their continuing professional development.

12. Monitoring arrangement

This behaviour policy is reviewed by the Proprietor and the Governing Body every year. At each review, the policy will be approved by the Proprietor.

13. Links to other policies

This behaviour policy is linked to the following policies:

Anti-bullying Policy

Safeguarding Policy

14. Other

Risk Assessments:

All new students will be risk assessed which is carried out by the student's tutor. The risk assessment will be reviewed within the six weeks' induction period of the student starting the programme. All risk assessments are reviewed and updated regularly.

Health and Safety and Risk Assessments are also conducted on all establishments where a student is placed in order to gain the safest and most appropriate placement for the young person

Emergencies:

In all emergencies, we ask educational or work placements to use the emergency protocols that they have in place.