

# TLC Behaviour Policy and Statement of Behaviour Principles



## Introduction

1. This policy aims to:
  - a. Provide a consistent approach to behaviour management
  - b. Define what we consider to be unacceptable behaviour, including bullying and discrimination
  - c. Outline how students are expected to behave
  - d. Summaries the roles and responsibilities of different people at TLC with regards to behaviour management
  - e. Outline our systems of rewards and sanctions
2. TLC is committed to facilitating an environment in which all our students may learn and work together. We recognise that the values we promote and the examples we set play an important part in the learning and development of our students.
3. TLC takes a positive, rather than confrontational, approach to behaviour management and always considers the whole child and any relevant information.
4. The purpose of this policy is to set clear expectations for our students which enables us to continue to grow our ethos of kindness and cooperation.

Statement Authorised By: Managing Director	Mr Rory Gaskin
Designated Safeguarding Lead	Mr Owais Yasin
Reviewed on:	01/09/2023
Next Review Due:	01/03/2024

## **1. Working with Schools**

1.1. In school partnerships, TLC works closely with school leaders and in line with existing school policy. Please refer to your school's policies for further information.

## **2. Legislation and Statutory Requirements**

2.1. This policy is based on advice from the Department of Education (DfE) on:

2.1.1. [Behaviour and discipline in schools](#)

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

2.1.3. [The Equality Act 2010](#)

2.1.4. [Keeping Children Safe in Education 2023](#)

2.1.5. [Use of reasonable force in schools](#)

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

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

## **3. Definitions**

3.1. Misbehaviour is defined as

3.1.1. Disruption in lessons

- 3.1.2. Non-completion of classwork or homework
- 3.1.3. Poor attitude
- 3.1.4. Inappropriate attire which may cause offence

3.2. Serious misbehaviour is defined as

- 3.2.1. Repeated breaches of TLC's rules
- 3.2.2. Any forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- 3.2.3. Child-on-child abuse including, but may not be limited to
  - 3.2.3.1. Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
  - 3.2.3.2. Physical abuse such as hitting, kicking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens, and/or encourages physical abuse)
  - 3.2.3.3. Sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens, and/or encourages sexual violence)
  - 3.2.3.4. Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
  - 3.2.3.5. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
  - 3.2.3.6. Consensual and non-consensual sharing of nude or semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
  - 3.2.3.7. Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and

3.2.3.8. Initiation/hazing-type violence and rituals (this could include activities involving harassment, abuse or humiliation used a way of initiating a person into a group and may include an online element).

#### 4. Bullying

4.1. 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.

4.2. Bullying is therefore:

4.2.1. Deliberately hurtful

4.2.2. Repeated, often over a period of time

4.2.3. Difficulty to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>- Racial</li><li>- Faith-based</li><li>- Gendered (sexist)</li><li>- Homophobic</li></ul>	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristics (E.g., gender, race sexuality)

- Transphobic - Disability-based	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4.3. TLC is fully committed to safeguarding and protecting the welfare of all children, and taking all reasonable steps to promote safe practice and protect children from harm, abuse and neglect.

4.4. All staff are trained to prevent, recognise and handle all forms of bullying. In particular, the ways in which bullying can present in online learning settings. All students, schools and parents can report incidents or concerns to the tutor or to the Senior Leadership Team.

4.5. TLC investigates and records all allegations of bullying. Students and classes may be rearranged to ensure the safety and well-being of students in class.

4.6. TLC recognises that bullying can be both a sign of mental health problems in the perpetrator and a risk factor that may lead to mental health problems in victims. All staff are also trained in identifying and responding to mental health conditions and concerns.

## 5. Roles and Responsibilities

### 5.1. The Designated Safeguarding Lead

- 5.1.1. The DSL is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1) and this behaviour policy.
- 5.1.2. The DSL also reviews this behaviour policy in conjunction with tutors and monitors the policy's effectiveness, holding all staff to account for its implementation.
- 5.1.3. The DSL ensures that TLC's learning environment encourages positive behaviour and that staff deal effectively with poor behaviour, and monitors how staff implement this policy to ensure rewards and sanctions are applied consistently.

## 5.2. Staff

5.2.1. Staff are responsible for:

- 5.2.1.1. Implementing the behaviour policy consistently
- 5.2.1.2. Modelling positive behaviour
- 5.2.1.3. Providing a personalised approach to the specific behavioural needs of particular students, which takes 'the whole child' into consideration
- 5.2.1.4. Recording behaviour incidents (see Appendix 3 for a behaviour log) and informing the DSL by email at [owais@learnerscollective.com](mailto:owais@learnerscollective.com).
- 5.2.1.5. Recognising that behaviour incidents may also be safeguarding concerns and should also inform the safeguarding team at [safeguarding@learnerscollective.com](mailto:safeguarding@learnerscollective.com).

## 5.3. School and Parents

5.3.1. The school and parents (where relevant), are expected to

5.3.1.1. Support the child in adhering to the student code of conduct

5.3.1.2. Inform TLC of any changes in circumstances which may affect the child's behaviour

5.3.1.3. Discuss any behavioural concerns with TLC

5.3.2. Schools may contact their School liaison directly. Parents may wish to contact the DSL via email at [safeguarding@learnerscollective.com](mailto:safeguarding@learnerscollective.com).

## **6. Student Code of Conduct**

6.1. All students are expected to try to stick to our code of conduct and show positive examples of good behaviour in all their interactions at TLC. In return, staff respect students' efforts and take a positive, rather than confrontational, approach to behaviour management.

6.2. In online sessions students can achieve success by:

6.2.1. Behaving in an orderly and self-controlled way

6.2.2. Showing respect and kindness to members of staff and to each other

6.2.3. Making contributions to lessons and encouraging others to learn

6.2.4. Completing the classwork, homework and assessments when assigned

6.2.5. Staying focused

6.2.6. Being punctual and present online

6.2.7. Turning and keeping cameras on with their face visible

6.2.8. Wearing appropriate clothing at all times

## **7. Rewards and Sanctions**

7.1. Positive behaviour is rewarded with:

- 7.1.1. Praise
- 7.1.2. Positive online feedback
- 7.1.3. Messages to school teachers and parents (where relevant)
- 7.1.4. Positive tutorial reports

7.2. TLC may use one or more of the following sanctions in response to unacceptable behaviour:

Sanctions permitted by tutors	<ul style="list-style-type: none"><li>- An initial warning/opportunity to adjust behaviour (verbal or via Teams chat function)</li><li>- A verbal reprimand</li><li>- Temporarily restricting Teams features that contribute to disruptive behaviour, combined with an explanation (E.g., muting microphone, turning off video)</li><li>- Removing the student from the online class</li><li>- Expecting unfinished work to be completed outside of the tutorial time</li><li>- Requesting the student remain in the online class to finish the work</li><li>- Referring to the student to a senior member of staff</li></ul>
Sanctions permitted by Senior Leadership Team	<ul style="list-style-type: none"><li>- Referring the student to their school</li><li>- Messages to school teachers and parents (where relevant)</li><li>- Agreeing to a behaviour contract</li><li>- Putting a student 'on report'</li></ul>



	<ul style="list-style-type: none"><li>- Rearranging a student's class or tutor</li><li>- Unenrolment</li></ul>
--	--

7.3. Following any sanction, TLC values reengaging with students at the earliest opportunity to help them to understand what about their behaviour was unacceptable and how they can improve their behaviour and meet our expectations. Where appropriate, consultation with the student's school informs our actions.

7.4. TLC may use one or more of the following methods after sanctions to promote positive future behaviour and understanding:

7.4.1. A targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.

7.4.2. Communication with parents and/or their school, including inquiries into circumstances at school, or at home, conducted by the designated safeguarding lead or a deputy

7.4.3. Considering whether any existing support for behaviour management being provided remains appropriate.

## 8. Specific Behaviour Topics

### 8.1. Zero-tolerance approach to child-on-child abuse

8.1.1. Sexual violence and sexual harassment are never acceptable and are not to be tolerated by TLC. All incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

8.1.2. TLC staff and students value respect. Staff are informed of the importance of challenging all inappropriate language and behaviour between students. This includes sexually abusive language or behaviour, sometimes dismissed as 'banter'. Staff demonstrate and model manners, courtesy and respectful interactions at all times to create a culture in which child-on-child abuse is not tolerated.

8.1.3. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

8.1.4. TLC's response will be:

8.1.4.1. Proportionate

8.1.4.2. Considered

8.1.4.3. Supportive

8.1.4.4. Decided on a case-by-case basis.

8.1.5. Victims and those who report unacceptable behaviour are reassured that they will be supported, kept safe and are being taken seriously, regardless of how long it has taken them to come forward. TLC never gives victims the impression that they are creating a problem by reporting, minimises the problem, or makes them feel ashamed

8.1.6. Sanctions for sexual harassment and/or violence may include:

8.1.6.1. Referral to their school's DSL (or deputy)

8.1.6.2. Permanent removal from the class

8.1.6.3. Further sanctions incurred through the results of our Safeguarding reporting procedures

8.1.7. TLC has procedures in place to respond to any allegation or concerns regarding a student's safety and wellbeing. These include clear processes for:

8.1.7.1. Responding to a report

8.1.7.2. Carrying out risk assessments, where appropriate, to help determine whether to:

8.1.7.2.1. Managing the risk internally in accordance with TLC's Child Protection and Safeguarding Policy

8.1.7.2.2. Refer to the school and work with them to engage relevant assistance such as early help, children's social care and the police.

## 8.2. Malicious Allegations

- 8.2.1. Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, TLC informs the school, who discipline the student in accordance with their school policy.
- 8.2.2. Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, TLC informs the school, who discipline the student in accordance with their school policy.
- 8.2.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, TLC informs the school (in collaboration with the local authority designated officer, where relevant), which considers whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 8.2.4. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.

## 8.3. Behaviour Incidents Online

- 8.3.1. As an online provider, TLC is acutely aware of the ways in which students relate to one another online.
- 8.3.2. Many online behaviour incidents occur outside of TLC's online lessons and platforms. Parents are responsible for this behaviour. However, these incidents can impact the culture of our learning community and behaviour in lessons. TLC sanctions students when their behaviour online poses a threat or causes harm to another student and/or could have repercussions for the orderly running of online lessons and our organisation.

8.3.3. Online forms of misbehaviour and serious misbehaviour, including the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment are treated with the same level of severity as offline behaviour. Students are reminded that even though lessons are conducted online, they are expected to adhere to the same standards of behaviour as offline. Everyone should be treated with kindness, respect and dignity.

8.3.4. Any behaviour or incidents which raise a safeguarding concern are reported to the DSL (or deputy) in line with our Child Protection and Safeguarding Policy. This policy includes guidance on incidents involving nude or semi-nude images and/or videos and is referred to along with principles set out in Keeping children safe in education.

8.3.5. Refer to our Online Safety Policy and the school's policies for online safety for further information.

#### 8.4. Mobile Phones

8.4.1. Unless required for specific teaching and learning purposes, TLC does not allow the use of mobile phones during online lessons. This excludes the use of mobile phones and personal electronic devices used to join online classrooms or access our platforms. This policy is in place to limit risks including distraction, disruption, bullying and abuse during lessons.

8.4.2. Breaches of this policy and inappropriate use of mobile phones or personal devices are met with appropriate sanctions in line with the severity of each incident. The Senior Leadership Team is responsible for ensuring this is consistently and fairly applied.

8.4.3. When online lessons are delivered whilst the student is in school, they are also beholden to their school's policy on mobile phones. TLC works with schools to ensure students are able to comply with both policies, where possible.

#### 8.5. Suspected Criminal Behaviour

8.5.1. In cases where TLC suspects criminal behaviour, an initial assessment is made in consultation with the DSL (or deputy) as to whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. TLC documents these initial investigations and makes every effort to preserve any relevant evidence.

8.5.2. Once a decision to report the incident to the police is made, TLC ensures that any further action taken by our staff does not interfere with police action taken. In these instances, the DSL (or deputy) also considers making a report to local children's social care.

## **9. Behaviour Management**

### **9.1. Classroom management**

9.1.1. Tutors are responsible for setting the tone and context for positive behaviour within the classroom.

9.1.2. They will:

9.1.2.1. Create and maintain a stimulating environment that encourages students to be engaged.

9.1.2.2. Inform students of the student code of conduct or their own classroom rules.

9.1.2.3. Develop a positive learning environment and relationship with students, which may include:

9.1.2.3.1. Greeting students at the start of lessons

9.1.2.3.2. Establishing clear routines.

9.1.2.3.3. Communicating expectations of behaviour in ways other than verbally

9.1.2.3.4. Highlighting and promoting good behaviour

9.1.2.3.5. Concluding the class positively and starting the next class afresh

9.1.2.3.6. Having a plan for dealing with low-level disruption

9.1.2.3.7. Using positive reinforcement

9.2. Student support

9.2.1. TLC IS committed to a teaching and learning culture which enables all students to achieve and thrive, and feel part of our community. This includes removing barriers to learning where they exist and putting effective provision in place to support all students who require it.

9.2.2. TLC recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage, and under the Children and Families Act 2014 to use its 'best endeavours' to meet the needs of those with SEND. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The best interests of the student and their learning and achievement remain at the centre of all decisions.

9.2.3. TLC is informed by the graduated approach when putting SEN provision in place to make informed decisions and secure good outcomes. All stages are underpinned by a commitment to review. The four stages of this approach are:

9.2.3.1. **Assess:**

9.2.3.1.1. Identify the requirement for SEN support

9.2.3.1.2. Assess needs based on available information about attainment, their experiences, school collaborations, the views of parents, assessment data.

9.2.3.2. **Plan**

9.2.3.2.1. Notify parents of SEN support

9.2.3.2.2. Consult with school special educational needs and disability co-ordinator (SENDCO) and other relevant staff and parents on the adjustment, interventions and support to be put in place as well as expected impact on progress or behaviour

**9.2.3.3. Do**

9.2.3.3.1. Specified tutor/s are responsible for carrying out interventions and work with students

9.2.3.3.2. The Senior Leadership Team are responsible for supporting tutors in these actions

9.2.3.3.3. Take guidance from the school SENDCO, where available and appropriate.

**9.2.3.4. Review**

9.2.3.4.1. Evaluate impact and quality of support in line with agreed dates

9.2.3.4.2. Reviews feedback into analysis and development of future actions in consultation with parents

9.2.4. TLC welcomes collaboration with the school's SENDCO to understand existing EHC Plans and strategies in place to promote the learning of all students. Moreover, to evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

9.2.5. Some behaviours are more likely to be associated with particular types of SEND, such as a student with speech, language and communication needs who may not understand a verbal instruction. TLC considers behaviour in relation to students' SEND, although it does not follow that every incident of misbehaviour is connected to their SEND. As far as possible, TLC anticipates likely triggers of misbehaviour and puts support in place to prevent these e.g. short, planned movement breaks for students whose SEND means that they find it difficult to sit still for long.

9.2.6. Where necessary, support and advice can also be sought from specialist teachers/tutors. The school may also engage an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

9.2.7. When acute needs are identified in a student, TLC liaises with the school and external agencies to plan support programmes for that student. We work with the school to create the plan and review it on a regular basis.

9.2.8. In cases where a student has an Education, Health and Care plan (EHC plan), TLC cooperates with the school and relevant organisations to support students.

### 9.3. Safeguarding

9.3.1. TLC recognises that changes in behaviour may be an indicator that a student is in need of help or protection. A student's misbehaviour is considered as to whether it may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we follow our Child Protection and Safeguarding Policy.

### 9.4. Mental health

9.4.1. TLC recognises that changes in a student's behaviour or emotional state may be an indication of an underlying mental health difficulty. This may present as:

9.4.1.1. Changes in their emotional state, e.g., becoming withdrawn, fearful and having low self-esteem

9.4.1.2. Changes in behaviour, e.g., becoming challenging and oppositional, displaying aggression or physical symptoms, which may present as distractions to classmates

9.4.1.3. Changes in interpersonal behaviour, e.g., excessive clinginess, being coercive and controlling, failing to understand and recognise emotions.



9.4.2. All staff are trained in identifying and responding to mental health concerns and specific conditions. We always take a students' mental health and wellbeing into consideration when responding to misbehaviour. Careful examination is made to determine if mental health difficulties are contributing to behaviour difficulties and withdrawing students permanently from tuition remains a last resort. Please refer to our [Child Protection and Safeguarding Policy](#) for further information.

## **10. Staff training**

10.1. Our staff are provided with training on managing behaviour, including online classroom management, as part of their induction process.

10.2. Behaviour management also forms part of continuing professional development. A staff training log can be found in Appendix 2.

## **Appendix 1: Written Statement of Behaviour Principles**

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and parents are free from any form of discrimination
- All staff set an excellent example to students at all times
- All staff work to recognise and reinforce qualities in students that are key to resilience in order to support their mental health and wellbeing
- All staff use positive reinforcement, praise and rewards, and avoid focusing on failure or negative behaviours as a first response to misbehaviour
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- A temporary or permanent ban on attending online classes will only be used as a last resort, and all other options will be discussed with the school and attempted prior to this
- Students are helped to take responsibility for their actions
- The student's school and occasionally families are involved in behaviour incidents to foster good relationships between TLC, the school and students' home life



**Appendix 3: Staff Training Log Format**

STUDENT'S NAME	
NAME OF STAFF MEMEBR REPORTING THE INCIDENT	
DATE	
WHEN DID THE INCIDENT TAKE PLACE?	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTIONS NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, SCHOOL, PARENTS, POLICE)	

