

Positive Relationship (Behaviour) Policy

1. Introduction

Learn With Confidence (LwC) is committed to providing a **positive, safe, and nurturing learning environment** where all students can thrive. This Positive Relationship (Behaviour) Policy sets out the **standards of behaviour** expected from students, whether they are **attending one-to-one tuition at the centre, learning online, or receiving tuition at home**. Our approach to behaviour management is grounded in the principles of **respect, responsibility, and restorative practice**, aiming to **promote positive behaviour** and **support students in managing their emotions and actions**, founded in the understanding of each individual's starting point.

This policy aligns with relevant legislation and statutory guidance, including:

- **Children's Act 1989 and 2004**
- **Education Act 2011**
- **Equality Act 2010**
- **Keeping Children Safe in Education (KCSIE) 2024**
- **SEND Code of Practice 2014**
- **General Data Protection Regulation (GDPR) 2018**
- **West Sussex, East Sussex County Council, and Brighton & Hove Inclusion, Equality, and Diversity Strategies**

The policy reflects the aims of LwC to provide a **flexible, individualised, and supportive learning experience** for all students, particularly those with **Special Educational Needs (SEN)** and **Social, Emotional, and Mental Health (SEMh) challenges**.

2. Aims of the Positive Relationship (Behaviour) Policy

The aims of this policy are to:

1. **Promote positive relationships** that supports a safe and effective learning environment, whether in person or online.
2. **Encourage self-discipline and responsibility** in students for their own behaviour.
3. **Provide clear expectations** for behaviour choices during one-to-one tuition at the centre, at home, or online.
4. **Support students in understanding the impact of their behaviour choices** and taking responsibility for their actions through restorative practices.
5. **Ensure that reasonable adjustments** are made for students with **SEND and SEMh** needs, recognising their individual circumstances.
6. **Safeguard the wellbeing** of all students and staff by having appropriate procedures in place to manage challenging behaviour.

3. Behaviour Expectations

3.1 General Expectations

Students are expected to:

- **Treat others with respect and kindness**, regardless of the learning setting.
- **Follow the tutor's instructions** and engage positively in their learning.
- **Respect the learning environment**, whether at the centre, at home, or online.

- **Take responsibility for their own behaviour** and understand its impact on others.
- **Communicate any difficulties**, either themselves or through a parent/carer, they are facing with their tutor, so appropriate support can be provided.

3.2 Expectations for One-to-One Tuition at the Centre

- Students should **arrive on time** and be prepared for their lessons.
- **Respect the shared learning space**, ensuring that materials and equipment are used appropriately.
- **Follow health and safety guidelines**, including any specific instructions related to COVID-19 or other health protocols.

3.3 Expectations for One-to-One Tuition at Home

- **A responsible adult** (e.g., a parent or carer) should be present during tuition.
- **The learning space should be free from distractions**, such as noise from other family members or electronic devices not related to the lesson.
- Students should **respect the tutor's time and space**, following any agreed boundaries for behaviour.

3.4 Expectations for Online Tuition

- **Log in promptly** to the virtual classroom at the scheduled time.
- **Use appropriate language and behaviour** in the online environment, as if attending in person.
- **Use the chat function or microphone respectfully**, following the tutor's guidelines for participation.
- **Maintain online safety**, ensuring that the platform used is secure and used only for educational purposes.

4. Managing Behaviour

4.1 Positive Reinforcement

LwC believes in using **positive reinforcement** to encourage good relationships. This may include:

- **Verbal praise and encouragement.**
- **Personalised recognition**, such as emails or phone calls home to share successes.

4.2 Restorative Approaches

When behaviour choices do not meet expectations, LwC will use **restorative approaches** to help students understand the impact of their actions and encourage them to take responsibility. This may include:

- **Restorative conversations** between the student and tutor to discuss the behaviour.
- **Reflective activities** where the student considers how their behaviour affected others.
- **Agreed actions** for making amends and improving behaviour in future.

4.3 Reasonable Adjustments for Students with SEND

LwC recognises that students with **SEND and SEMH** needs may exhibit behaviours that reflect their individual challenges. We will make **reasonable adjustments** to support these students, including:

- **Personalised behaviour plans** that outline specific strategies to support positive behaviour.
- **Use of de-escalation techniques** where students show signs of distress.
- **Close collaboration with parents, carers, and external professionals** to ensure the student's needs are met.

5. Procedures for Dealing with Challenging Behaviour

5.1 Initial Response

- **Low-level disruption** will be addressed with a **verbal reminder** of expected behaviour.
- **More serious incidents** may require a **restorative conversation** after the session or a **short break** from the activity.

5.2 Managing Behaviour Online

- If a student behaves inappropriately during **online tuition**, the tutor may:
 - **Mute the student's microphone** or disable the chat function temporarily.
 - **Pause the session** if the behaviour disrupts the learning of others.
 - **End the session early** if the behaviour is persistent and notify the parent/carer immediately.

5.3 Escalation Procedures

- For **repeated challenging behaviour**, LwC will **review the student's personalised learning plan** and involve parents/carers in developing additional strategies.
- In cases of **serious or potentially harmful behaviour**, LwC may:
 - **Suspend the tuition session** temporarily.
 - **Conduct a risk assessment** and develop a **safeguarding plan** if there are concerns about the student's safety or that of others.

6. Bullying and Harassment

LwC has a **zero-tolerance approach** to bullying and harassment, whether it occurs in person or online. All incidents will be dealt with according to the **Anti-Bullying Policy**, which includes:

- **Investigating allegations thoroughly.**
- **Supporting the victim** and addressing the behaviour of the perpetrator.
- **Implementing restorative actions** to resolve the issue.

7. Collaboration with Parents and Carers

LwC values the **partnership with parents and carers** in managing behaviour. We will:

- **Communicate regularly** with families about the student's behaviour and progress.
- **Involve parents/carers in creating personalised behaviour plans**, where necessary.
- **Provide guidance and resources** to support positive behaviour at home.

8. Data Protection and Confidentiality

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All records of behaviour incidents will be managed in accordance with the **General Data Protection Regulation (GDPR) 2018** and **LwC's Data Protection Policy**. Information will be shared with relevant parties on a **need-to-know basis** to ensure the **safety and wellbeing of the student**.

9. Monitoring and Review

This Behaviour Policy will be **reviewed annually** or in response to changes in legislation, guidance, or the needs of the provision. **Feedback from staff, students, and families** will be considered in the review process.

Version Control			
Version No.	Date	Author	Notes
1.0	7 th October 2024	K Perry	Initial Draft
1.1	01.09.2025	KP	