



LIFE CHANGING EDUCATION

POSITIVE BEHAVIOUR POLICY

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Complaints LCE is committed to safeguarding and promoting the welfare of children and requires all staff to always act in the best interests of our children.

1 Introduction

1.1 This policy is designed to foster Life Changing Education's (LCE) ethos that promotes high quality teaching and learning in an environment of respect, support, collaboration and integrity. The implementation of this policy supports and ensures the fair and transparent treatment of all pupils

who attend LCE. 1.2 This policy applies to all pupils and will be embedded and applied by all staff and stakeholders at

2 Background

2.1 We are required to ensure the safety and well-being of all our pupils and staff and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for young people where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. 2.2 In keeping with The Education (Independent School Standards) (England) Regulations 2014 (as amended), our policy outlines our code of conduct for pupils, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the welfare of all pupils. 2.3 The CEO (Krystian Liptrot) is responsible for developing this policy. Staff have the authority to discipline pupils for misbehaviour which occurs whilst at LCE and, in some circumstances, offsite. This means that the CEO decides and sets the standard of behaviour expected of all young people. This includes how the standards will be achieved, the rules, any sanctions for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote respect, resilience and integrity. 2.4 This policy also refers to our approach towards managing any bullying, in conjunction with the LCE Anti-Bullying Policy; also available on our website. 2.5 This policy takes into account the need to safeguard and promote the welfare of pupils, as outlined in our Safeguarding and Children Protection Policies, our duty to eliminate discrimination under the Equality Act 2010, as well as our support for pupils with special educational needs and/or disability. 2.6 If any pupils' behaviour is considered to be criminal by the CEO or to pose a serious threat to a member of the public, then it will always be reported to school and the relevant police authority. If any misbehaviour is considered to be linked to any pupil suffering, or being likely to suffer, significant harm, then our Safeguarding and Children Protection Policy and Procedures will be rigorously followed and school informed immediately. If action is required to be taken in accordance with the relevant local safeguarding children's board referral procedures. If any young person is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. 2.7 We publish our policy for parents, pupils and staff. It can be found on our website. We review this policy annually. 2.8 We support pupils at times when difficult events happen in their lives, such as domestic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience, which helps to support pupils mental fitness.

3 Applicability

3.1 Good behaviour is essential for effective learning to take place. Our policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate sanction with support and encouragement delivered within our caring and developmental

environment. 3.2 We work collaboratively with our schools, parents and carers, pupils and staff to embed a culture of respect, resilience and integrity. Our written policy reflects this approach in that we balance sanctions with a strong commitment to encouraging and supporting positive and appropriate behaviour. 3.3 We expect our staff, parents and or carers and pupils to understand and respect the rules and the expectations and responsibilities outlined in this policy. We expect both staff and parents and or carers to demonstrate positive behaviour at all times so that our pupils can benefit fully from their experiences at LCE. 3.4 It is important that our staff always embed and apply this policy to ensure that it is implemented consistently and effectively. This will ensure that our pupils are treated fairly. 3.5 Should any pupil display severe emotional, behavioural and social difficulties, we commit to supporting them to be resilient and respectful, focusing on their mental health and ensuring that all pupils are exposed and included in the educational experiences and opportunities provided. 3.6 Staff work closely with the Designated Safeguarding Lead (DSL) and respective schools to ensure we have a good understanding of the mental health support services available in our locality.

4 Procedures and Responsibilities

4.1 Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all our pupils should be able to behave in socially acceptable and appropriate ways. 4.2 Staff at LCE have authority to support and sanction pupils for inappropriate behaviour which occurs within LCE. 4.3 To be socially acceptable, we believe that pupils should: Conduct themselves with respect at all times. Demonstrate resilience. Behave with integrity in all aspects of the provision. Have self-confidence and belief in their potential. 4.4 To encourage this, the staff will: Treat all pupils and adults with respect. Communicate politely to other people. Apply praise, support and acknowledgement of pupils' efforts and achievements. Be supportive, understanding and empathetic when supporting a pupil demonstrating inappropriate behaviours. Communicate effectively and positively with parents and or carers about pupils' efforts and achievements. 4.5 We will not accept the following behaviour from pupils or adults: Verbal or physical aggression towards peers, staff or wider stakeholders. Racist or sexist remarks or discriminatory comments. 4.6 If such behaviour occurs: We will advise the pupil that the behaviour they are displaying is inappropriate and explain why. We will discuss the pupil behaviours and attempt to identify the trigger and cause. If the behaviour is repeated, the pupil will be supported and strategies will be explored to develop their behavioural response moving forward. If the behaviour continues, we will remove the pupil from the activity discuss positive behavioural strategies with parents, carers and respective schools. Behaviour support plans and risk assessments will be updated if deemed necessary. 4.7 The role of staff: Staff are responsible for ensuring that LCE's expectations in line with policies are embedded, and that both staff and pupils are demonstrating respect, resilience and integrity. Every staff member ensures pupils, staff and all stakeholders are treated fairly. If a student displays behaviours that endanger others, the staff member keeps a record of all such incidents, dealing with the matter themselves in the first instance. However, if the behaviour continues, they should seek help and advice from the

leadership team, including, where relevant, a conversation with the parent or carer and respective schools and the use of appropriate strategies. The staff member reports to parents/carers about the progress of each student for whom they are responsible, in line with our policy. The tutor may also contact a parent/carers, and the respective schools DSL if there are concerns about the behaviour or welfare of any student. An incident form is used to record in detail any incident involving a pupil, or anyone employed by LCE which results in personal injury or damage to property. These include loss or theft, deliberate damage, and any other serious incident. These are reported to the Director, other staff, school, and parents/carers. We record all details fully and accurately. Incident forms are kept, and individual chronologies maintained in the pupil's personal file and the incident book. Abide by all health and safety regulations in activities and around the premises, including helping to keep the building clear of clutter and litter. Never make discriminatory, abusive, threatening or humiliating remarks. Never resort to physical violence. The use of reasonable force may be used if necessary, only to prevent injury, damage to property or to prevent pupils committing an offence. Only the minimum is used, and a critical incident is recorded. Please see our Appendix 2 of the ACE's Safeguarding and Child Protection Policy on the Use of Reasonable Force for further details. We have powers to search included within the Education Act 2011 to tackle cyber-bullying, including, where necessary, deletion of inappropriate images or files on electronic devices including mobile phones. We use this power under the specific authority of the Director only and where there is good reason to do so, i.e. that it could be used to harm young person, disrupt teaching or break the rules. Comply fully with the Staff Code of Conduct, including the Acceptable Use of ICT Policy. 4.8 Expectations of pupils whilst at LCE: Be punctual. Demonstrate respect, resilience and integrity throughout all tasks. Listen respectfully when staff are explaining tasks and challenges, ensuring health and safety instructions are followed and upheld. Follow the teacher's instructions about moving around the premises Abide by all health and safety regulations in activities and around the premises, including helping to keep the building clear of clutter and litter. Never make discriminatory, abusive, threatening or humiliating remarks. Never resort to physical violence. Comply fully with the Digital Safety Agreements. Wear LCE uniform as provided.

5 Policy

5.1 Our rewards All staff praise, reward, and sanction consistently and appropriately Rewards are given for exemplary attendance records, outstanding attitude, demonstrating respect and displaying resilience. 5.2 Strategies and support The following outline a range of strategies in use to reinforce expected behaviour: Constant dialogue with school or referrer. changes in classroom organisation, seating, etc. using different resources. setting small and achievable targets. short periods of supervised time for personal reflection. positive rewarding systems with no comments for undesirable behaviour. use of certificates for positive qualities. acclaiming good behaviour when it is seen in class. involving parents and or carers at an early stage to make an action plan together. restorative justice approach. social skills training. a discussion with school regarding CAMHS and/or educational psychology services; and a discussion with school in regard family support and/or

therapy to help the student and family better understand and manage behaviour. 5.3 Retrospective practice We consider whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding and Children Protection Policy and refer the conduct to the DSL for advice and support before determining any consequential decisions. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will work with school/referrers to determine progressive decisions and approaches. Staff members should always make it clear that they do not like the pupils behaviour being displayed, not the pupil. They should always use private, not public, reprimands, so that when a sanction is applied the pupil can make a fresh start. Corporal punishment (or the threat of corporal punishment) will not be used in any circumstances and to do so is illegal. School will be informed and involved if deemed appropriate at the earliest stage if problems are persisting or recurring. Any sanction must be reasonable in all the circumstances and account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

6 Placement Reviews

6.1 The CEO reserves the right to review the placement suitability for pupils at LCE if their behaviour is compromising the safety and positive learning experience for peers, staff and stakeholders.

7 Allegations of Abuse Against Staff

7.1 Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the young person and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Children Protection Policy and Procedure. Every effort will be made to ensure confidentiality is maintained while an investigation is underway.

8 Complaints Procedure

8.1 If you are not happy with the way that you or your child is treated by any member of staff you should consider raising your concern informally in the first instance with the CEO. You may find it helpful to refer to our Complaint Procedure for guidance (available via the website or on request from LCE). 8.2 The Complaints procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents/carers to share any concerns informally with us so that we can continuously improve the quality of education and

provision for all stakeholders. If as a parent/carer(s) your complaint is about exclusion from LCE for inappropriate conduct, please refer to the Exclusion Policy.

9 Monitoring and Evaluation

9.1 The CEO is responsible for maintaining a behaviour log which includes instances of bullying.

9.2 The CEO is responsible for the implementation of this policy and for reviewing to effectively evaluate its implementation and impact. 9.3 Director's and senior leaders will review annual reports on behaviour and bullying, this forms part of the monitoring and evaluation function of the business.

9.4 Where there are concerns regarding LCE's approach to dealing with behaviour, these will be explored by the Directors of Life Changing Education Ltd.