



Behaviour, Relationships & Anti-bullying Policy

Policy Owner: Lets Make Change

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Approved by: Joseph Fitzpatrick

Version	Date	Author/Reviewed By	Summary of Changes	Approved By	Review Date
1.0	20/05/26	Alex Fitzpatrick	Initial policy created	Joseph Fitzpatrick	May 2027
1.1	08/07/26	Alex Fitzpatrick	Updated to include Department for Education guidance on mobile phones in schools (effective September 2026). Added section on the use of mobile phones and personal electronic devices during educational sessions and updated learner expectations within the Learning Boundaries section.	Joseph Fitzpatrick	July 2027

Let's Make Change (LMC)

Behaviour, Relationships and Anti-Bullying Policy

1. Policy Statement

Let's Make Change (LMC) is committed to creating a safe, supportive, respectful, and inclusive learning environment where all learners can engage positively in education, mentoring and personal development.

We recognise that positive relationships, clear boundaries, and restorative approaches are essential in helping learners develop confidence, resilience, self-regulation and social responsibility.

This policy outlines:

- LMC's expectations for behaviour and conduct;
- Approaches to promoting positive behaviour;
- Procedures for managing challenging behaviour;
- Anti-bullying procedures;
- Safeguarding responsibilities linked to behaviour.

This policy should be read alongside:

- Safeguarding and Child Protection Policy;
- Attendance Policy;
- Online Safety Policy;
- Health and Safety Policy.

2. Scope

This policy applies to:

- All learners attending LMC provision;
- All staff, tutors, volunteers and visitors;
- One-to-one sessions;
- Group activities;
- Off-site and community-based provision;
- Online learning environments where applicable.

3. Core Values

LMC seeks to create an environment in which effective teaching, mentoring and personal growth can take place. Our approach is underpinned by three core values:

Respect

We promote:

- Respect for self and others;
- Positive communication and behaviour;
- Awareness of safety and wellbeing;
- Consideration for the wider community and environment.

Everyone is expected to:

- Behave appropriately during activities and sessions;
- Treat peers, staff and members of the public respectfully;
- Follow instructions from tutors and staff;
- Demonstrate patience and self-control;
- Contribute positively to the learning environment.

Understanding

We encourage:

- Open-mindedness and empathy;
- Awareness of individual strengths and struggles;
- Respect for differing beliefs, views and experiences;
- A willingness to learn and develop.

Everyone is expected to:

- Approach sessions positively;
- Listen respectfully to others;
- Be considerate of different perspectives;
- Engage with different learning approaches and support strategies.

Persistence

We encourage learners to:

- Continue working towards positive outcomes and goals;
- Develop resilience and self-confidence;
- Challenge themselves safely with support;
- Make positive contributions to their communities and environments.

Everyone is expected to:

- Engage with learning and mentoring opportunities;
- Persevere even when sessions feel challenging;
- Work collaboratively with tutors to overcome barriers;
- Take pride in their progress and achievements.

4. Behaviour Principles

LMC believes high standards of behaviour are achieved through:

- Building positive and trusting relationships;
- Creating safe and structured learning environments;
- Delivering engaging and meaningful programmes;
- Reinforcing positive identity and self-worth;
- Setting clear and consistent boundaries;
- Recognising and rewarding positive behaviour;
- Responding to behaviour calmly, fairly and consistently.

Positive behaviour management is underpinned by:

- Early establishment of boundaries;
- Consistent reminders of expectations;
- Clear communication;
- Positive reinforcement;
- Individualised support based on learner needs and plans.

5. Learning Boundaries and Expectations

Learners are expected to:

- Respect other learners, staff, members of the public and the learning environment;
- Follow staff instructions and session expectations;
- Engage safely and appropriately during activities;
- Use respectful language and behaviour.

Prohibited Items

Learners must not bring prohibited items into sessions, including:

- Weapons;
- Illegal substances or drugs;
- Alcohol;
- Vapes or smoking materials;
- Stolen property or dangerous items.

Any serious concerns may be reported to:

- Parents/carers;
- Safeguarding professionals;
- Police or external agencies where necessary.

Technology Use

Learners must not use mobile phones or personal electronic devices during learning sessions unless authorised by a member of staff. Use during breaks will be determined by the tutor following an individual risk assessment and the learner's behaviour and support needs.

Confidentiality and Safeguarding

LMC aims to maintain a trusting and confidential environment. However:

- Learners are informed that confidentiality cannot be guaranteed where safeguarding concerns arise;
- Staff will explain safeguarding responsibilities in an age-appropriate manner;
- Information relating to harm, abuse, exploitation or safety concerns must be shared with safeguarding leads and relevant agencies where necessary.

6. Mobile Phones and Personal Electronic Devices

Lets Make Change (LMC) recognises that mobile phones and other personal electronic devices can be valuable tools when used appropriately. However, they can also present risks relating to distraction, safeguarding, privacy, online safety and behaviour.

To support learning, promote positive behaviour and prepare learners for successful reintegration into school where appropriate, LMC adopts the expectation that learners do not use mobile phones or personal electronic devices during educational sessions unless authorised by a member of staff.

Learners are expected to:

- Keep mobile phones and personal electronic devices switched off or on silent during learning sessions.
- Store devices safely when requested by staff.
- Only use devices when instructed as part of a planned learning activity.
- Respect the privacy of others and not take photographs, videos or audio recordings without permission.
- Refrain from accessing inappropriate content or social media during sessions.

Staff may permit the use of a mobile phone where it is necessary for:

- Educational purposes;

- Accessibility or medical needs;
- Communication authorised by a parent/carer or LMC;
- Emergency situations.

Failure to follow these expectations will be managed in line with the Behaviour, Relationships and Anti-Bullying Policy and may result in appropriate behaviour management strategies being implemented.

Parents and carers will be informed where repeated concerns arise.

7. Positive Reinforcement and Incentives

LMC uses positive reinforcement to encourage engagement, confidence and achievement.

Rewards are tailored to the learner's individual journey, progress, and needs.

Star Recognition

- Awarded regularly to recognise positive effort, engagement or progress;
- May include positive feedback to parents/carers through phone calls or updates.

Merit Awards

- Awarded at the end of each term;
- Certificates recognise individual strengths, achievements, or progress;
- Learners may receive agreed rewards or enrichment opportunities.

Outstanding Achievement

Awarded to learners demonstrating exceptional progress, commitment or personal development.

This may include:

- Formal recognition meetings with parents/carers;
- End-of-year reports highlighting progress;
- Access to safe and appropriate enrichment opportunities or trips with parental consent;
- Additional rewards such as vouchers where appropriate.

All incentives must:

- Be safe and age-appropriate;
- Promote positive engagement;
- Be proportionate and fair.

8. Challenging Behaviour

LMC recognises that some learners may display behaviour that impacts:

- Their own learning;
- The learning of others;
- Emotional wellbeing;
- Safety within sessions.

Our approach is supportive, restorative and trauma-informed wherever possible.

9. Positive Behaviour Support Strategies

Tutors are expected to:

- Use calm and respectful communication;
- Reinforce positive behaviour;
- Remind learners of agreed boundaries;
- Adapt approaches to meet individual learner needs;
- Support learners to develop self-regulation skills.

Strategies should:

- Promote dignity and emotional safety;
- Encourage reflection and accountability;
- Avoid escalation wherever possible.

10. Unacceptable Staff Practice

Staff and tutors must not:

- Use aggressive behaviour, shouting, or intimidating body language;
- Humiliate, shame or embarrass learners;
- Make personal criticisms or negative comments;
- Deliberately provoke learners;
- Challenge learners publicly in ways that may escalate behaviour or risk.

All staff are expected to model respectful and emotionally regulated behaviour.

11. Managing Challenging Behaviour

Where behaviour becomes challenging, staff should follow structured and supportive procedures.

Step 1: Calm Communication

- Clearly explain why the behaviour is inappropriate;
- Reinforce expected behaviour and boundaries;
- Give learners time and support to regulate.

Step 2: Safe and Supportive Intervention

Where appropriate:

- Move the learner to a safer or quieter space;
- Hold a private and respectful conversation;
- Explore triggers, concerns, or underlying issues.

Step 3: Restorative and Reflective Support

Staff should:

- Encourage reflection on behaviour;
- Discuss safer alternatives and positive choices;
- Reinforce positive outcomes and next steps.

Step 4: Documentation and Monitoring

- Significant incidents must be recorded;
- Patterns of behaviour should be monitored;
- Management should review concerns and provide guidance.

12. Behaviour Management Goals

LMC aims to:

- Maintain safe learning environments;
- Support emotional wellbeing and self-regulation;
- Promote positive relationships;
- Ensure interventions are fair, proportionate and consistent;
- Reduce barriers to learning and engagement.

13. Repercussions and Placement Review

LMC recognises that, in some circumstances, a learner's placement may no longer be appropriate due to ongoing behavioural or safety concerns.

Any intervention or consequence will be:

- Proportionate;
- Clearly explained;
- Focused on safety and positive change.

13.1 Informal Conversation

The tutor will:

- Discuss concerns with the learner;
- Encourage reflection and accountability;
- Reinforce expectations and support strategies.

13.2 Formal Behaviour Meeting

Where concerns continue:

- A formal discussion may take place with the learner;
- Clear expectations and boundaries will be outlined;
- Support plans may be reviewed.

13.3 Parent/Carer Involvement

Parents/carers may be invited to:

- Attend meetings;
- Review concerns and interventions;
- Work collaboratively to support improvements.

13.4 Commissioner and School Communication

Where applicable:

- Referring schools and Local Authorities will be informed of significant concerns;
- Safeguarding incidents will be reported appropriately.

13.5 Placement Review and Notice Periods

Notice Period

Where placement is no longer suitable despite interventions:

- LMC may issue a four-week notice period;
- Alternative arrangements should be explored collaboratively.

Immediate Removal

In cases involving serious risk to safety or safeguarding:

- Placement may be terminated immediately;
- Parents/carers and commissioners will be informed promptly.

All decisions will be:

- Recorded appropriately;
- Supported by evidence and safeguarding considerations.

14. Anti-Bullying Policy

LMC maintains a zero-tolerance approach to bullying.

Bullying is defined as:

Deliberate behaviour intended to harm, intimidate, threaten, control or distress another person, either physically, verbally, emotionally, socially or online.

This includes:

- Physical bullying;
- Verbal abuse;
- Social exclusion;
- Racist, sexist, homophobic or discriminatory behaviour;
- Online or cyberbullying.

15. Preventing Bullying

LMC works proactively to prevent bullying through:

- Positive relationship-building;
- Learner education and awareness;
- Open discussion around difference and diversity;
- Celebration of achievement and positive identity;
- Clear reporting procedures.

Learners are encouraged to:

- Speak to trusted adults;
- Report concerns early;
- Support peers respectfully and safely.

16. Responding to Bullying Incidents

All bullying concerns are taken seriously.

Responses may include:

- Investigation and incident recording;
- Parent/carer involvement;
- Restorative approaches where appropriate;
- Safeguarding referrals;
- Behaviour interventions or risk assessments.

Serious incidents involving:

- Violence;
- Sexual harassment or abuse;
- Exploitation;
- Gang-related concerns;
- Hate incidents;

will be referred immediately to safeguarding leads and external agencies where necessary.

17. Online Safety and Cyberbullying

LMC recognises the risks associated with online communication and social media.

Where concerns involve:

- Online bullying;
- Harmful content;
- Youth-produced sexual imagery;
- Exploitation risks;

staff will follow:

- Online safety procedures;
- Safeguarding policy guidance;
- UK Council for Internet Safety guidance.

18. Equality, Diversity and Inclusion

LMC is committed to:

- Treating all learners fairly and respectfully;
- Promoting equality and inclusion;
- Challenging discrimination and prejudice;
- Supporting learners with SEND and additional needs.

Behaviour procedures will always consider:

- Age;

- Developmental stage;
- Trauma and adverse experiences;
- SEND and communication needs;
- Mental health and wellbeing.

19. Record Keeping and Confidentiality

Behaviour incidents, interventions, and safeguarding concerns will:

- Be recorded accurately;
- Be stored securely;
- Remain confidential where appropriate;
- Be shared only with authorised professionals.

Records will be managed in line with UK GDPR and safeguarding requirements.

20. Monitoring and Review

This policy will be reviewed:

- Annually;
- Following significant incidents;
- Following changes to safeguarding or educational guidance.