Behaviour and Culture Policy

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1. Introduction

The South Cumbria Skills Exchange (SCSE), operated by Whamos Training and Development CIC, Behaviour and Culture Policy is integral to delivering a high-quality, holistic learning experience for all learners. SCSE works with a diverse learner cohort that includes children and young people under the age of 16, as well as older learners. This policy reflects SCSE commitment to ensuring that every learner feels safe, respected and supported, and that appropriate standards of behaviour are maintained across all SCSE provision.

SCSE approach to behaviour is underpinned by a positive behaviour for learning principle that fosters a sense of belonging, instils self-discipline, and develops confident, resilient, and responsible individuals. The policy is non-discriminatory, and expectations are clearly communicated to all.

This policy has been developed in consultation with SCSE staff, sessional workers, and trustees and reflects a shared vision for a safe, inclusive, and productive learning environment.

The Board of Directors takes responsibility for ensuring that all SCSE provision follows this policy.

2. Intent

SCSE has clear systems and structures that support the development of positive staff and learner relationships. Independent learning is encouraged within a supportive structure designed to develop lifelong skills. Our provision aims to promote positive behaviour and culture through relationship building and a restorative approach, designed to ensure every learner is enabled to: ‘Be the Best You Can Be.’

Our Vision

To enable every young person and adult learner to reach their potential and achieve the success they deserve by providing an innovative, inclusive and inspiring learning experience.

Our Values

- Respect
- Responsibility
- Resilience

Respect

To promote relationships that enable a positive, supportive and nurturing climate for learning. Relationships will be based on the core value of respect, enabling every individual to feel safe and secure. Positive relationships will be maintained through restorative approaches. Good manners and inclusive language are expected from all within the SCSE community.

Responsibility

SCSE supports learners to self-regulate their behaviour. Clear and consistent routines create a calm and organised environment. All learners are expected to attend and be punctual, engage fully in their learning, and contribute positively to the SCSE community.

Resilience

SCSE will develop confident learners who are prepared and resilient when learning becomes challenging. Staff actively teach the skills needed to meet challenges at every stage of learning, and learners are encouraged to seek help and accept support to ensure they achieve their potential.

3. Core Positive Learning Behaviours

SCSE expects all staff and learners to act upon and reinforce the following positive learning behaviours across all aspects of provision:

Respect

- Use good manners.
- Actively listen and respond positively.
- Value difference.

Responsibility

- Self-regulate.
- Attend, be on time and engage.
- Create a calm and organised environment.

Resilience

- Seek help and accept support.
- Have courage; encourage others.
- Learn from mistakes.

4. Aims

SCSE aims to:

- Ensure a shared understanding of the philosophy and principles underpinning behaviour expectations;
- Teach, articulate, and communicate the values, rights, and responsibilities that underpin positive relationships;
- Support the building, maintaining, and repairing of successful and positive learning relationships;
- Support our holistic approach to provision, developing rounded individuals as independent lifelong learners;
- Value individual achievement and contribution to a positive behaviour culture;
- Ensure the welfare, health and safety of all learners, with particular attention to those who are under the age of 18.

5. Behaviour Expectations

SCSE addresses and corrects behaviour through a two-step approach: naming the inappropriate or disruptive behaviour, and then stating what is required to put it right. This approach ensures that all learners are aware of and take ownership of their behaviours at all times.

SCSE has agreed a levelled, proportionate response to behaviour, which includes a stepped approach to sanctions and fair and equitable access to support and intervention. SCSE will review behaviour data regularly and revise procedures as necessary.

SCSE aims to support all learners to remain engaged with provision, encouraging attendance and participation through positive daily interactions and following policy procedures.

However, where a learner is persistently disruptive or commits a serious incident, SCSE may suspend or exclude a learner from provision. In such cases, SCSE is committed to taking the best possible action to re-engage the learner successfully and restoratively.

6. Safeguarding and Child Protection

The welfare of all learners, particularly those under the age of 18, is paramount. All behaviour concerns involving a learner under the age of 18 must be considered in the context of SCSE Safeguarding and Child Protection Policy and Procedures.

The Designated Safeguarding Lead (DSL) must be notified of any behaviour incident that raises safeguarding concerns, including but not limited to:

- Disclosures of abuse or neglect;
- Child-on-child abuse or harmful behaviour;
- Concerns about exploitation, radicalisation, or significant changes in behaviour;
- Any incident where a learner under 18 may be at risk of harm.

SCSE will liaise with external agencies including Children's Social Care, the Local Authority Designated Officer (LADO), and the police where appropriate.

7. Anti-Bullying

SCSE is committed to involving the whole community in developing and promoting a culture of kindness. We work hard to create a friendly, secure environment where all learners feel safe and are confident to report concerns.

All bullying incidents will be managed in accordance with SCSE Bullying and Harassment Policy. Where bullying involves a learner under the age of 18, the DSL will be notified and the matter will also be considered under SCSE Safeguarding and Child Protection Policy.

See also the **Anti-Bullying Policy** for SCSE's full prevention, reporting and response procedures for bullying between learners. Incidents of bullying are recorded through SCSE incident recording system and sanctions are applied within the levelled and proportionate response framework. SCSE asks all members of its community to report any suspected or evidenced bullying as soon as possible.

8. Communication with Parents, Carers and Guardians

SCSE is committed to working in partnership with parents, carers, and guardians to support learner development, including in relation to behaviour. For learners under the age of 18, parents and carers will be informed of significant behaviour incidents and involved in any response or support planning.

Praise and reward systems are used across SCSE provision, and positive achievements will be communicated to parents and carers. Where unacceptable behaviour occurs, staff will implement SCSE agreed behaviour procedure and keep parents and carers appropriately informed.

9. Positive Handling

On the rare occasions that a learner's behaviour is such that physical intervention may be required, all possible de-escalation techniques will be used first. SCSE follows the DfE guidance 'Use of Reasonable Force'. Specific staff have received appropriate training in de-escalation and restraint techniques; staff without such training must not use restraint unless absolutely necessary to prevent immediate harm.

Physical contact with learners may be necessary in the following limited circumstances:

- To comfort a learner in distress, where appropriate to their age and context;
- To gently guide or direct a learner;
- For curricular or activity-based reasons (e.g. practical skills sessions);
- In an emergency, to avert immediate danger to the learner or others.

All incidents involving physical intervention must be recorded and reported to the Director. Parents and carers of learners under 18 will be informed of any such incident without delay. All parties involved will be given the opportunity to reflect and access appropriate support following the incident.

10. Online Behaviour and Social Media

SCSE expects all learners, staff, and volunteers to behave appropriately online and on social media. This includes during SCSE sessions, at home, and in any context where behaviour may impact on the reputation or safety of the SCSE community.

Learners must not:

- Use social media, messaging apps, or online platforms to bully, harass, or intimidate others;
- Record, photograph or film others within provision without consent;
- Share or post defamatory, offensive or harmful content relating to SCSE, its staff or learners;
- Engage in 'sexting' or share pornographic material – this is illegal and will always be referred to the police.

SCSE may involve the police in cases of cyberbullying, inappropriate online activity, or any offence involving a learner under the age of 18.

11. Allegations of Abuse Against Staff

Allegations of abuse by a member of staff are taken extremely seriously. All reported incidents will be investigated thoroughly in accordance with SCSE Safeguarding and Child Protection Policy and, where applicable, the LADO procedure. Outcomes will be reported to relevant bodies as required.

Where a learner is found to have made a malicious or unfounded accusation against a member of staff, disciplinary action may be taken. However, the starting point is always to take concerns seriously and investigate appropriately. SCSE will ensure that staff are appropriately supported during and after an investigation.

12. Monitoring, Support and Pastoral Care

Pastoral care is available to all learners through SCSE staff and support roles. Individuals may be mentored, coached, or asked to take part in targeted intervention where needed.

SCSE endeavours to ensure that any action taken under this policy is not directly or indirectly discriminatory. Reasonable adjustments will be made where a learner's SEND or other needs affect their behaviour.

SCSE regularly reviews the impact and effectiveness of this policy through analysis of behaviour data, and shares learning across the organisation to ensure the right support is provided in a timely manner.

13. Praise and Recognition

SCSE aims to support all learners to become successful and engaged participants in our community. Staff are expected to use systematic praise where appropriate, recognising and acknowledging individual achievement. SCSE reward approach supports the celebration of great engagement, successful learning, and positive community contribution.

14. Related Policies and Procedures

This policy should be read alongside the following SCSE policies and procedures:

- Safeguarding and Child Protection Policy and Procedures
- Bullying and Harassment Policy
- Code of Conduct (Staff, Volunteers and Sessional Workers)
- Disciplinary Procedure
- Grievance Procedure
- Admissions / Learner Enrolment Policy
- Attendance Policy
- E-Safety Policy
- Health and Safety Policy
- SEND Policy
- Complaints Procedure

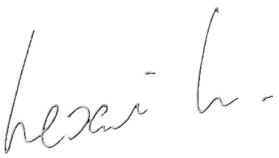
Additional guidance can be sought from the DfE: Behaviour in Schools – Advice for headteachers and school staff (February 2024).

15. Policy review

This policy is reviewed annually by the Directors and DSL, or sooner following any significant incident or change in statutory guidance.

Approval & Review

This policy has been approved on behalf of the Directors:

Elizabeth Amos-Milburn *Co-Director*	**Alexandra Gager-Liebhart** *Co-Director*
	

Date of approval: 18th May 2026

Next review: 18th May 2027

Schedule 1 — Record of Changes

Version	Date	Nature of Change
001	18th May 2026	Initial published version included in the Combined Policies and Procedures 2026 edition.