



LEARNER BEHAVIOUR POLICY AND PROCEDURE 2025-2026

SECTION 1: CONTEXT

1.1 The purpose of this Policy is to:

- Uphold Green Labyrinth’s mission statement “Empowering Learning, Transforming Lives” for learners’ behaviour
- Specify the processes GL staff are to follow when dealing with and recording learners’ behaviour
- Provide details on the 3Rs of Our Charter

1.2 Green Labyrinth is committed to providing a safe and structured environment in which teachers can teach and learners can learn. In order to achieve this:

- All learners and staff will be treated with unconditional positive regard
- All learners will show respect towards all staff, visitors and to one another
- Parents are expected to encourage their children to show respect and support Green Labyrinth in how it disciplines and rewards learners
- All members of staff help create a positive and productive ethos
- Managers help create a culture of respect by supporting their staff’s authority to discipline and reward, ensuring that this happens consistently within and across the centre
- Every teacher and teaching assistant will be trained to recognise that behaviour is the manifestation of a need and a form of communication
- Rewards and sanctions will be displayed clearly in classrooms and around the centre to ensure clarity and understanding from parents, staff, learners and stakeholders of the behaviour policy
- All rewards and interventions will be applied fairly and consistently

SECTION 2: STATUS

2.1 This policy was approved by the Senior Leadership Team on 29th August 2025.

2.2 The Learner Behaviour Policy links to the following:

- Our Charter
- Safeguarding
- E-Safety
- Attendance Policy

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- Learner Equality and Diversity
- Learner Agreement
- Plagiarism
- Complaints

SECTION 3: DEFINITIONS

3.1 There is no universally agreed international definition of the youth age group. For statistical purposes, however, the United Nations – without prejudice to any other definitions made by Member States – defines ‘youth’ as those persons between the ages of 15 and 24 years.

3.2 Behaviour relates to the way in which a learner conducts themselves. This conduct may be physical, verbal, non-verbal and online.

SECTION 4: THE 3 Rs

4.1 Behaviour is fundamental to creating a positive learning environment. Green Labyrinth places great emphasis on the following 3 core principles for all learners and staff:

- Readiness
- Responsibility
- Respect

4.2 Learning will thrive in an environment where learners are ready to learn and behave responsibly and respectfully. Alternatively, if there is a lack of readiness, responsibility and respect, there will be an impact on learning.

4.3 Readiness

Readiness refers to being prepared for learning. Green Labyrinth expects all of its learners to arrive on time, approach their learning with a positive attitude, engage fully with lesson content, ask for help and support if required, work collaboratively, make full use of their lesson time, respect break and lunch times and be fully equipped for their programmes. Green Labyrinth is able to provide equipment for learning if required.

As part of the 3Rs, learners agree to not use their phone for personal use during lessons. It is to be off or on silent and in their bag. Teachers may allow use of phones **to support learning**

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only. Learners will be given an M3 as part of the Mediation Process if they use their phone without specific instruction.

Green Labyrinth will not be responsible for the learner's phone and learners will sign an agreement to accept sole responsibility for their phone on site and to use it responsibly. Please see Appendix One.

Relevant policies for Readiness are: Learner Attendance & Plagiarism.

4.4 Responsibility

Responsibility refers to being responsible for learning, wellbeing and safety. Learners are expected to use the building, equipment and resources safely and within set guidelines. Learners are to understand and know the safeguarding procedures and what to do in the case of an emergency. They are expected to be responsible for their own conduct and understand the rewards and mediation processes.

Relevant policies for Responsibility are: Safeguarding & PREVENT, Fire Evacuation, Learner Behaviour, Assessment, Plagiarism and E-Safety.

4.4 Respect

Respect refers to the compassionate treatment of others, equipment and the environment. Learners are expected to uphold British Values and respect difference in others. The building, equipment and resources are to be used correctly, shared and kept tidy. Patience, appropriate communication and kindness are encouraged as part of Respect.

Learners are also expected to respect visitors to the building and **not use reception as common area during free lessons, breaks and lunch times.** The Rec Room and learner kitchens are for use during these times. Ms will be issued for learners continuing to stay in the reception area after being asked to leave.

Relevant policies for Respect are: Learner Equality & Diversity, Learner Behaviour

4.5 Our Charter

Learners must sign Our Charter and agree to uphold the 3 Rs. This charter forms the basis of our rewards and sanctions processes. A learner's induction will cover the main policies and Our Charter.

SECTION 5: REWARD SYSTEM

Green Labyrinth staff will always look to recognise and reward the 3Rs. This may be through:

- Positive verbal comments/praise

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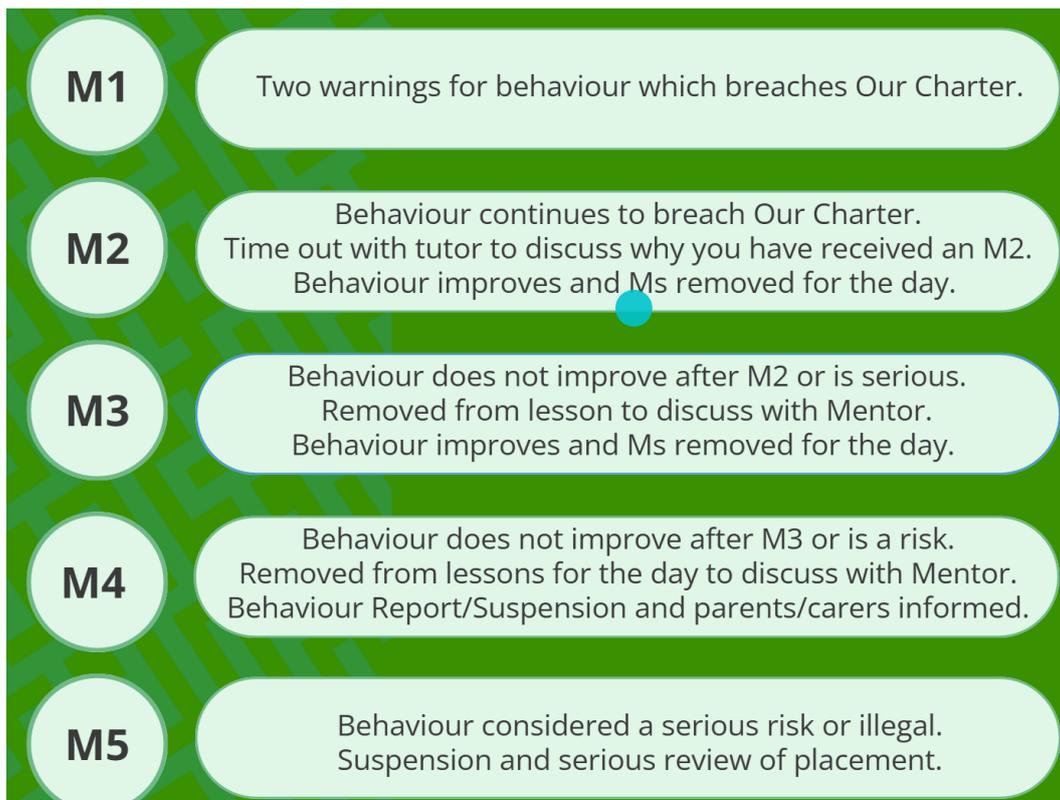
- Awarding of raffle tickets
- End of term and year awards and prizes; Individual and House
- Certificates and prizes for good attendance
- Praise postcards home

These rewards are for learners to earn, not lose.

SECTION 6: MEDIATION PROCESS

6.1 All staff and learners will be aware of Green Labyrinth's mediation process. It forms part of staff and learner inductions, and it is displayed in every classroom. When a learner does not follow Our Charter and prevents learning, essentially breaching Our Charter, staff will follow the Mediation Process to give the learner a chance to redeem themselves.

6.2 Mediation Classroom Display



BE ADVISED - The mediation process is a baseline, each learner's journey is taken into consideration and this may affect the outcome of the process

6.3 The foundation of this policy is redemption and aims for learners to return to learning at every stage. The table below details examples of behaviours at each level and actions required by staff. A learner may go through multiple stages in a day or week of lessons. This list is to be

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used as guidance and Green Labyrinth trusts the judgement of its staff. This list is for illustrative purposes and does not cover all possible examples.

****Behaviour tracking will be electronic from February 2026**

- Behaviour incidents and Ms will trigger reports to mentor team
- Records of rewards will also create a report for monitoring
- Data to be shared with relevant staff and parents and keyworkers
- Mentor to record behaviour data on relevant documents, tracking and Arbor i.e. if learner is now on Conduct Review

M1	<ul style="list-style-type: none"> • Late to lesson without notice • Eating in class • Using phones without permission • Low level disruption such as talking over staff, talking to other learners, tapping, in and out of their seat • Ignoring teacher requests • Not engaging in learning • Refusing to work • Distracting others from learning (i.e. engaging in personal conversations, doodling on work) • Disrespecting the classroom environment (i.e. not putting equipment away, doodling on equipment) • Making rude comments to others or about the work • Rude or dismissive non-verbal communication to teacher and other learners • Dressed inappropriately including cleanliness and hygiene (notify mentor) • Using reception as a common area 	<ul style="list-style-type: none"> • 2 verbal warnings
M2	<ul style="list-style-type: none"> • M1 behaviour which continues after 2 warnings 	<ul style="list-style-type: none"> • M2 recorded on MIS/Arbor • 1:1 chat in or outside the classroom (at teacher's discretion) explaining WHY the learner has received an M2 • Learner offered time out
M3	Behaviour which disrupts learning <ul style="list-style-type: none"> • M1 & 2 behaviour which continues 	<ul style="list-style-type: none"> • M3 recorded on MIS /Arbor

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	<ul style="list-style-type: none"> • Entering and/or disturbing classes which learners are not supposed to be in • Refusing to leave the classroom • Continuing to use phone for personal use • Leaving the classroom without permission • Leaving the centre without permission • Disrespecting equipment, resources or building (i.e. intentionally breaking, using incorrectly, defacing etc.) • Throwing items • Consistently not engaging in lessons over time • Not following safety procedures (i.e. during evacuation) • Attending centre and not going into the classroom • Causing disruption out of lessons which disturb learners and/or staff • Signing <u>other</u> learners in and out of the building 	<ul style="list-style-type: none"> • Walkie Talkie used to call Mentor (or staff on duty) to classroom to have a discussion with learner • Learner removed for remainder of lesson • If learner refuses to leave, teaching staff to move group to another classroom • Discussion with teacher prior to rejoining lessons • Behaviour data analysed by mentor team to see trends • WhatsApp message circulated for all staff to know an M3 has been issued
M4	<p>Behaviour which poses a risk</p> <ul style="list-style-type: none"> • M3 behaviour which continues • Inappropriate personal presentation i.e. learner is wearing clothes deemed unprofessional, distracting or offensive and is unable to change • Expressing views considered racist, sexist or prejudice • Any display of bullying or intimidation • Any threats of violence • Having prohibited items on site (e.g. drugs and drug paraphernalia, sharps, weapons, alcohol) • Smoking or vaping in the building • Misuse of Green Labyrinth software and/or hardware • Plagiarism or cheating in exams • Being under the influence of a substance • Swearing at other learners or staff 	<ul style="list-style-type: none"> • M4 recorded on MIS /Arbor • Walkie Talkie used to call Mentor (or staff on duty) to classroom to remove learner • Learner removed for remainder of day • If learner refuses to leave, teaching staff to move group to another classroom • Discussion with mentor available if learner is to go on 2-week Conduct Review and/or suspended • WhatsApp message circulated for all staff to know an M4 has been issued • DSL involved for learners deemed at risk or under the influence of a substance • Parent/Carer/Keyworker informed

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		<ul style="list-style-type: none"> • Discussion with team prior to rejoining lessons • Mentor will lead on Conduct Review targets and monitoring • If learner fails 2 conduct reviews, place goes to serious review
M5	<ul style="list-style-type: none"> • Repeating M4 behaviour at any time during academic year • Dealing drugs on site • Stealing from others or the college • Physically attacking another learner • Physically attacking a member of staff • Criminal damage to college site • Verbal abuse which is prejudice • Distributing extremist materials • Behaviour considered immediately unsafe to themselves or others • Any other behaviour considered illegal 	<ul style="list-style-type: none"> • M5 recorded on MIS /Arbor • Learner is immediately suspended and not allowed on site until investigation by managers has been completed • Learner's place goes to serious review • Police will be involved in the behaviour has broken the law • Learner will be supported to find alternative programme

Please see Appendix Two for Conduct Review template.

SECTION 7. MENTORS

7.1 All learners will be assigned a mentor once they are on roll. Mentors & mentees meet once every ½ term (unless otherwise indicated) to discuss, reflect and measure personal, pastoral, IAG, social & behavioural targets. Tracking in team learner review meetings will help inform these meetings and highlight any need for earlier and additional intervention from mentor team.

7.2 Mentors will also be required to write a section on the end of term reports about their mentees' progress.

7.3 Behaviour will be monitored by the mentor team.

7.4 Mentors will monitor positive behaviour through team meetings reviewing learners and mentor meetings. Behaviour concerns will also be monitored through team meetings reviewing learners and Ms on MIS/Arbor in line with Mediation Process.

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SECTION 8: SUSPENSION AND SERIOUS REVIEW OF PLACE

8.1 The mentor, in consultation with SLT, will decide whether to suspend a learner for a fixed term in line with this Behaviour Policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the learner against those of the whole learner community.

8.2 In extreme circumstances, an M5 will be issued, and a learner's place will be immediately escalated to serious review. Learners unable to continue with their current programme will be supported to find an alternative placement. A 1:1 with a Level 6 Careers Advisor or moving on to a remote package are options to consider.

8.3 Learners and parents have the right to make representations to SLT about serious review of placement and the Green Labyrinth Board will review the decision. Please refer to our Complaints Policy for the appeals process.

8.4 Extreme behaviour

In the case of behaviour which threatens the welfare of other young people and staff, the learner in question must be removed as soon as possible. Other learners in the classroom are to be moved to a safe point, such as an empty classroom or safe common space, if their safety is deemed at risk. In cases where we believe that there is risk to the learner, we will raise an intel log with the police and/or social services if we believe the young person needs to be safeguarded. Please inform the DSL and relevant safeguarding members of staff through the appropriate channels.

A Behaviour Case is to be written on MIS/Arbor on the learner's profile by the learner's mentor with details of the incident and set to Stage 5. Further details can be added as the investigation progresses, including learner destination.

8.5 Prohibited Items

Any case of prohibited Items or substance use on the premises will result in immediate suspension and an investigation by the mentor will be conducted prior to continuing lessons.

In cases where illegal items are brought on site, intel will be shared with relevant organisations, such as the police. In some instances, the police may be called to attend Milton Road.

Prohibited items are:

- Knives and weapons

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- Alcohol
- Illegal drugs
- Stolen items (from an external source, a fellow learner, staff or visitor)
- Fireworks
- Pornographic images
- Extremist materials
- Legal Highs
- Drug related paraphernalia
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

A Behaviour Case is to be written on MIS/Arbor on the learner's profile by the learner's mentor with details of the incident and set to Stage 5. Further details can be added as the investigation progresses, including learner destination.

8.7 Suspicion of Learners with Prohibited Items

If there is CCTV evidence, intel or justified suspicion, staff are to raise concerns with mentors and management. 2 members of staff are to be present to ask a learner to surrender their items or empty their pockets/show the contents of their bag. This is done in agreement with member of SLT

If a learner is found to have a prohibited item on site, they will be suspended with immediate effect, the item confiscated and issued an M4. A meeting with their mentor and a manager must take place prior to the learner returning to lessons.

If the learner refuses, they can be given the option to surrender the item or leave the premises. If they do give the item over, staff are to recognise that they have surrendered the item and explain that they will be issued an M4 and suspended.

In the case that the learner leaves the college site having refused to hand over an item, staff are to record this on MIS/Arbor, inform the Study Programme team, and contact parents/carers and relevant keyworkers about the suspected prohibited item. The learner will be issued an M3 and continue to be monitored. A mentor meeting must take place when the learner returns on site.

In cases where the item is illegal, intel will be forwarded to the police or the police called to attend on site. In this situation, staff are to follow the Mediation Process and escalate the learner's place to serious review.

8.8 Physical Intervention

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Green Labyrinth staff do not use physical restraint.

There are few situations in which physical intervention would be considered appropriate. Examples of such situations include the following:

- When a learner attacks a member of staff
- When a learner attacks another learner
- When a learner is hurting themselves or is in danger of hurting themselves
- When extreme criminal damage is taking place

When a learner has failed to follow instructions and needs to be removed from the area due to the risk of the aforementioned points, we will inform the police via 999 or an intel log, dependent on severity, to ensure that all information is up to date, and all are aware of risks.

Physical intervention, if required regarding the above situations, may take several forms. It might involve staff:

- Physically interposing between learners
- Blocking a learner's path
- Leading a learner by the hand or arm
- Shepherding a learner away by placing a hand in the centre of the back

If all of the above interventions are ineffective, the police will be called by a staff member available to do so.

SECTION 9: PEER ON PEER ABUSE

9.1 This section should be read in conjunction with our Safeguarding Policy.

9.2 Green Labyrinth identify peer on peer abuse as:

- Deliberate harmful behaviour from one learner to another; or a group of learners
- Behaviour which is repeated over a period of time
- Behaviour which is difficult for those being abused to defend themselves from

9.3 Peer on peer abuse can take many forms but the main types are:

- Emotional – Being unfriendly, excluding and tormenting.
- Physical - Pushing, kicking, hitting, punching or any use of violence.
- Racist - Racial taunts, graffiti, gestures.
- Sexual – Sexual harassment in any form is bullying e.g. unwanted physical contact, sexually abusive comments

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- Homophobic - Because of, or focussing on, an individual's sexual orientation.
- Verbal - Name-calling, sarcasm, spreading rumours, teasing.
- Cyber - All areas of internet such as email, social media misuse and mobile phones
- Prejudice – On the grounds of different interests or economic status i.e. students can be bullied for being interested in things (e.g. work, classical music, acting and sport) considered 'uncool' by a group or 'in-crowd'

9.4 Green Labyrinth Training will not tolerate bullying within the centre and will seek to deal with it quickly and effectively so that all students can learn in a safe and happy environment.

9.5 All staff in Green Labyrinth will encourage an atmosphere of mutual support, tolerance and an awareness of the effects of intimidation and bullying. Staff will model tolerant and supportive behaviour to help combat peer on peer abuse and uphold the 3 Rs.

9.6 Peer on peer abuse will be dealt with swiftly and staff will employ the Mediation Process when dealing with it. The Designated Safeguarding Lead should be consulted and informed.

9.7 A Behaviour Case is to be written on MIS/Arbor on the learner's profile by the learner's mentor with details of the bullying and set to M3. Further details can be added as the investigation progresses.

9.8 Learners will be made aware that peer bullying will not be tolerated and although staff will endeavour to reconcile difficulties between learners, serious peer on peer abuse/serious youth violence could lead to:

- Removal from lessons
- Contact and meetings with parents
- Suspension
- Serious Review of Place
- Involvement of the police

9.9 Green Labyrinth believe behaviour is communication and all learners involved with bullying will be supported. For the victim, this may be:

- Change in timetable or blended learning to support transition back into lessons
- Contact and meetings with parents
- Additional mentor meetings for support
- Offer of mediation with their bully
- Signposts to other sources of support

9.10 For the bully, this may be:

- Conduct Review to encourage reflection and self-awareness

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- Contact and meetings with parents
- Involvement of other key workers
- Reduced or amended timetable

SECTION 10: CHARGING

10.1 Green Labyrinth reserves the right to make reasonable reparation charges in the following circumstances:

- Damage to equipment, property or premises
- Failure to attend Public/External Examinations
- Charges will be issued at the discretion of management on a case-by-case basis

10.2 In the case of charges being made Green Labyrinth will:

- Contact parents/carers to discuss the incident
- Establish the cost of replacement/repair/fee incurred
- Confirm in writing the cost and charge to be made to parent/carer

10.3 Charges will be made on the following basis:

- All costs for damage will be at a 50% charge
- Missed examinations will be charged at the full cost of each entry
- Non-payment of charges could result in further action being taken

SECTION 11: COVID

11.1 At Green Labyrinth we realise that Covid-19 crisis was a challenging and unsettling time for everyone, and government guidelines can change rapidly. Therefore, Green Labyrinth promises to continually update policies to reflect changes and inform all parties.

11.2 To keep staff, learners and visitors safe we expect all parties to adhere to the Behaviour policy, including Covid-19 related anti-social behaviour, such as:

- Refusal to wear face coverings in advised areas, if not exempt
- Coughing on others
- Refusal to social distance
- Refusal to clean down areas when requested
- Refusal to dispose of tissues/waste correctly
- Refusal to take into account other staff and learners' preferences
- Entering other bubble classrooms

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11.3 Green Labyrinth sees these incidents as serious behaviour issues and will follow the mediation process which could result in a learner's place coming under serious review.

11.4 If a serious behaviour incident occurs in a bubble classroom, other learners will be removed to a safe point that is not occupied by other bubble classes, such as the reception area.

SECTION 12: EVALUATION & MONITORING

12.1 This policy will be monitored by the Senior Leadership Team.

12.2 Green Labyrinth's Behaviour policy is continually evolving and as such the policy is reviewed regularly and circulated to staff, learners, parents and carers. The policy is regularly reviewed by the Board.

12.3 When evaluating the success of the policy, Green Labyrinth will consider to what extent:

- There is consistency in the allocation of rewards across different classes by different staff
- Remote and home-schooled learners are regularly recognised for their contributions
- Behaviour and relationships within the centre can be described as at least good
- Progress in soft skills such as attendance

SECTION 13: REVIEW

13.1 The policy will be reviewed annually.

13.2 The next date of review will be August 2026.

13.3 Subsequent Reviews:

Reviewer	Review Date	Amendments Yes/No	Amendments Approved & Date
R Katatic	28/10/2024	Yes	Added detail about Anti-Bullying stance in Section 9 Change of Learner Behaviour Report to Learner Intensive Mediation Mentoring throughout
R. Katatic	05/02/2025	Yes	Change of Behaviour Report to Conduct Review . Removal of Learner Intensive Mediation Mentoring.
R. Katatic	15/08/2025	Yes	Addition of weekly tutor group reflection on targets and barriers Change of job title from Learning Mentor to Mentor

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			<p>Details on Arbor installation and how behaviour will be electronically recorded and monitored from January 2025.</p> <p>Differentiation between tutor and teacher</p> <p>Addition of use of reception as behaviour breach</p>
R. Katatic	07/09/2025	Yes	Removal of tutor group

APPENDIX ONE

MOBILE PHONE AGREEMENT FROM LEARNER AGREEMENT

MOBILE PHONE AGREEMENT

Dear Learner,

As part of the 3Rs, you agree to not use your phone for personal use during lessons. It is to be off or on silent and in your bag. This allows full concentration and engagement in your lessons.

Your teacher may allow you to use your phone **only to support your learning**. Do not use it unless you have been specifically instructed to.

We understand that you may need to use your phone for emergencies. You must ask permission for this and leave the classroom.

If you do use your phone without permission, you will be given an M3 as part of the Mediation Process.

I, accept the Green Labyrinth Mobile Phone Agreement and understand that I am solely responsible for my mobile phone on site. I agree to not use my phone in class unless for learning purposes as instructed by my teacher.

Signed:..... Date:.....

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APPENDIX TWO

CONDUCT REVIEW

Learner Name:	
Mentor:	
Dates of Conduct Review:	
Targets:	
1. _____	
2. _____	
3. _____	

WEEK 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Day /Lesson						
Monday	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Tuesday	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Wednesday	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Thursday	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Friday	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Comments:	<i>Details on punctuality, rewards and Ms</i>					

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WEEK 2	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Day/Lesson						
Monday	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Tuesday	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Wednesday	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Thursday	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Friday	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Comments:	<i>Details on punctuality, rewards and Ms</i>					
Review:	<i>Wins and areas for improvement? Any patterns to note?</i> <i>Has the learner passed Conduct Review?</i>					
Next Steps:						

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