

A woman with short grey hair and black-rimmed glasses is laughing heartily. She is wearing a black sweater over a white collared shirt and a rainbow lanyard. The lanyard has a badge that says "Luton Valley" and another that says "Thank you for being an important part of my story". She is in a kitchen setting, with a large white bowl in the foreground and a person's arm visible on the left. The text "Tuition extra" is overlaid on the image, with a large gold checkmark behind the word "extra".

Tuition extra

Behaviour Policy

Version: 1

Date of Approval: 10 February 2022

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Position: Executive Head

Last reviewed: February 2022

Next review: February 2023

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Introduction

Many pupils at Tuition Extra School have struggled to maintain a mainstream school placement for a variety of reasons; consequently, a vital part of the school's role is to support the varying degrees of social and emotional need, attachment issues, behaviour and communication difficulties our students often exhibit.

Tuition Extra is a fresh start for students. We offer the opportunity to develop their personal, social and emotional development, which research shows, enables children to achieve their full learning potential.

Our restorative and reparative approaches are a fundamental component that enable students to feel safe, respected and cared for. Restorative approaches offer a framework that enables students to develop their core communication skills whilst reversing continuous and habitual negative behaviours.

This document outlines how we create a happy, secure and orderly environment in which pupils can learn, develop and become caring and responsible individuals. This document is for all members of the Tuition Extra community and appropriate training will be offered to enable practices to become embedded as part of our inclusion culture.

The Thrive Approach

Here at Tuition Extra, we embrace The Thrive Approach to enable our students to develop and embrace new positive behaviours and aim to reach their full potential. This dynamic and developmental approach draws on neuroscience and child development research.

We believe in a child-centred approach that focuses on communication, reparation of skills lost through varying negative experiences and, ultimately, that every child deserves to feel safe and cared for.

Our Expectations

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to behaviour management is used and approved by all the staff, teaching and non-teaching.
- To ensure that carers and parents are informed and are aware of the school disciplinary procedures and behaviour management approach.

- To provide a system of rewards to encourage good behaviour
- To ensure a safe, caring and happy environment
- To consistently reinforce Fundamental British Values (FBV)
- To promote good citizenship
- To promote self-discipline
- To prevent bullying

Supporting our Students

Often children can struggle to make sense of the complex and often incoherent information in the world around them. Adults help to organise children's experiences, develop their capacity to reflect and support them to make sense of what can be difficult and confusing. This confusion and lack of understanding is often where negative behaviours can develop. THRIVE training enables adults in the community to support and guide our students as they develop emotionally and socially.

The Involvement of Parents and Carers

The involvement of carers/parents is, of course, a key ingredient to successful outcomes for students. As a school community, we will promote and encourage home-school contact arrangements including regular/daily phone calls to exchange any information, to build relationships and to encourage positive communication skills.

Positive news and achievements as well as behavioural and academic issues and successes will be discussed with the parents/carers as and when necessary.

Carers/parents of pupils causing particular concern should be contacted at the earliest appropriate stage to discuss strategies and support for the individual pupil. This will vary from child to child and, as such, no set rules govern the point at which contact of this type is necessary.

Managing Behaviour

We believe that behaviours should be separated from the child. As such, we manage the behaviours relationally using The Thrive Approach with the aim to support the social and emotional development of our students.

We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour.

We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.

We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.

We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.

We keep in mind that we are the adults and the children/young people are still growing, learning and developing.

We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

We will engage in establishing non-negotiable and negotiable rules at the start of the academic year and re-visit these regularly and at termly. These rules will focus on the values, rights and responsibilities of the school when establishing boundaries in conversation with children and young people.

We will support and build the awareness of the students that their actions impact on others and that they have a responsibility to safeguard others' rights.

We will always seek both resolution and learning when dealing with incidents.

We will always consider and reflect on how our actions and words help and give children and young people time and space to resolve the situation.

We will keep in mind that children and young people benefit from a clear structure (containment) within which to learn.

We will record all serious incidents of unacceptable behaviour using the school's behaviour tracking system on My Concern.

We will record all individual incidents and include a record of what members of staff have done to address the behaviour so that pupils are able to modify, improve and develop responsibility for any actions.

Rewards

We will always recognise, reward and reinforce the positive behaviours displayed by the students. The rewards and praise will be part of the school's culture of celebration. It will

not always be based on academic success as we know that comes after the removal of barriers to learning.

Success and rewards will take different forms for different children. Rewards will be chosen in cooperation with the students, it will be done with them, not to them. Rewards may include a post card home from the teacher or head teacher, points added to the system, positive phone calls, choosing something from the reward jar, extra reading time, extra time in the garden.

Rewards may also take the form of responsibility, if that is something that would meet and aid the development or meet the needs of the child. These would be discussed by all involved and could include refilling bird feeders, becoming a book monitor or lead learner. Again, our approaches will be child centred.