Behaviour Policy

Date of Approval: 09/02/2026

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Position: CEO and Head of Centre

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children and young people (CYPs) can learn in a calm, safe and supportive environment.

- Establish a whole-service approach that reflects the ethos and values of Tuition Extra as a SEND Alternative Provision.

- Promote restorative, reparative practice grounded in the Thrive Approach, trauma-informed principles, neuroscience and child-centred development.

- Set out clear expectations, responses and consequences for behaviour.

- Provide a consistent approach to behaviour that is applied equitably to all CYPs, prioritising relationships, and positive change underpinned by an understanding that behaviour is communication.

- Define unacceptable behaviour, including bullying and discrimination.

Provision context: SEND Alternative Provision

Tuition Extra is a therapeutic SEND alternative provision delivering bespoke 1:1 and small-group education and relational support for CYPs who cannot access, or require an alternative to, mainstream settings. We:

- Offer a fresh start and rebuild positive learning identities.

- Reduce barriers to learning and support emotional, social and cognitive development.

- Provide individualised programmes, flexible timetables and multi-agency collaboration.

- Create safety, consistency and trust through regulated, predictable practice.

We believe behaviour is a form of communication and should be understood, not judged. This policy intentionally differs from traditional school behaviour frameworks to reflect the unique nature of alternative provision.

2. Legislation, statutory requirements and statutory guidance

This policy is informed by legislation and DfE guidance, including:

- Behaviour in schools: advice for headteachers and school staff (2024)

- Searching, screening and confiscation: advice for schools (2022)

- Equality Act 2010

- Keeping Children Safe in Education (KCSIE)

- Suspension and permanent exclusion guidance, including Pupil Referral/Alternative Provision contexts

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

- Special Educational Needs and Disability (SEND) Code of Practice

- Sharing nudes and semi-nudes: advice for education settings

Although Tuition Extra is an alternative provision rather than a mainstream school, the above documents shape our safeguarding and behaviour expectations.

Additionally, this policy is based on:

- Education Act 2002, s.175 (duty to safeguard and promote welfare)

- Education and Inspections Act 2006, ss.88–94 (behaviour regulation; authority to confiscate items)

3. Definitions

Misbehaviour includes:

- Disruption to learning

- Inappropriate or unsafe language/behaviour

- Not following agreed expectations or routines

- Bringing prohibited items (see section 7.5 and 3 list below)

Serious misbehaviour includes (non-exhaustive):

- Any form of bullying (see section 4)

- Sexual violence or sexual assault

- Sexual harassment, including:
    - Sexual comments, jokes or taunting
    - Physical behaviour (e.g., interfering with clothes)
    - Online sexual harassment, including unwanted sexual comments/messages, sharing nude or semi-nude images/videos (including pseudo-images) or explicit content
- Vandalism or theft
- Fighting
- Smoking/vaping on or around the site
- Racist, sexist, homophobic, biphobic, transphobic or disability-based discrimination
- Possession of prohibited/banned items, including:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes/vapes
    - Fireworks
    - Pornographic images
    - Any article reasonably suspected of being used to commit an offence, or to cause personal injury or damage to property (including to the CYP)

4. Bullying

Definition: Bullying is the repetitive, intentional harming of one person or group by another, where there is an imbalance of power. It is:

- Deliberately hurtful
- Repeated over time
- Difficult to defend against

Types of bullying (examples):

- Emotional: excluding, tormenting, intimidation

- Physical: hitting, kicking, pushing, theft of belongings

- Prejudice-based/discriminatory (e.g., racial, faith-based, sexist, homophobic/biphobic, transphobic, disability-based): taunts, gestures, graffiti, abuse

- Sexual: explicit remarks, sexual material/gestures, unwanted attention, comments about sexual reputation/performance, sharing nude/semi-nude images or inappropriate touching

- Direct/indirect verbal: name-calling, sarcasm, spreading rumours, teasing

- Cyber-bullying: via social networks, messaging/gaming platforms, AI-generated content or images/audio/video

Prevention at Tuition Extra:

- Strong, attuned relationships and safe routines

- Regular emotional check-ins and close monitoring of interactions

- Rapid, restorative responses

- Recording and reviewing concerns to identify patterns and triggers

5. Roles and responsibilities

Leaders (CEO/Head of Service/Head of Centre/DSL/DDSLs) will:

- Provide a safe, nurturing environment with clear standards and support.

- Monitor behaviour trends and patterns, evaluating impact.

- Ensure Thrive-informed, trauma-aware practice across the service.

- Ensure staff training and supervision/reflective practice.

Staff and Tutors will:

- Model respectful, attuned interactions and use consistent language and routines.

- Provide co-regulation before correction and use therapeutic responses.

- Separate the CYP from the behaviour; focus on need, function and repair.

- Record all incidents accurately and promptly.

- Use de-escalation and restorative repair.

Parents/Carers (in partnership with us) will:

- Communicate regularly; celebrate achievements and share concerns early.

- Collaborate on strategies and support plans.

CYPs (with support) will:

- Understand expectations and routines.

- Develop self-regulation and reflect on impact.

- Engage in restorative conversations.

6. Behaviour curriculum

At Tuition Extra, CYPs are supported and expected to:

- Engage safely and respectfully.

- Use appropriate language.

- Care for themselves, others and the environment.

- Attempt learning tasks with support and scaffolding.

- Participate in restorative and reflective processes.

- Be honest and open to repair.

Staff ensure:

- Predictability, clarity and visible boundaries.

- Co-regulation and emotional safety before correction.

- Personalised, adjusted expectations and supports.

Mobile phones (see Mobile Phone Policy)

- CYPs do not use mobile phones during sessions.

- Where appropriate, phones may be secured for safety.

- Decisions are individualised; in cases of misuse, CYPs may be required to hand in phones for collection at the end of the session/day.

Where reasonable, we adjust routines so all CYPs can meet expectations.

7. Responding to behaviour

We respond relationally, not punitively.

7.1 When behaviour is positive

We use verbal and non-verbal recognition:

- Warm acknowledgement, smiles and gestures
- Individual SEND appropriate recognition
- Positive calls/messages home
- Stickers or tangible praise (age/need appropriate)
- Sharing work and successes

7.2 When behaviour does not meet expectations

Staff follow a consistent, stepped response:

- Calm verbal prompt or reminder
- Redirect and allow take-up time
- Restate expectations and offer choice
- Offer support and co-regulation (Thrive-informed)
- Restorative conversation and re-engagement
- Record on MyConcern/behaviour log as appropriate

7.3 Serious incidents

In cases of aggression, severe dysregulation or unsafe behaviour:

- Staff/tutors call for support.
- CYP is guided to a calm, safe space.
- Parent/carer informed.
- Support plan and adjustments may be created/updated.

7.4 Session management

Tutors set the tone for positive behaviour by:

- Greeting CYPs and establishing predictable routines.
- Communicating expectations verbally and non-verbally.
- Reinforcing positive behaviour.
- Concluding sessions positively and starting afresh next time.
- Having a plan for low-level disruption and using positive reinforcement.

7.5 Safeguarding

Changes in behaviour may indicate a need for help/protection. We consider whether misbehaviour may be linked to risk of significant harm and follow our Child Protection and Safeguarding Policy. We consider pastoral support, early help, or referrals to children's social care, as appropriate. See safeguarding policy [link].

7.6 Responding to good behaviour

Positive behaviour is recognised clearly and fairly to reinforce routines and expectations. Recognition may include:

- Verbal praise
- Communicating praise to parents/carers

7.7 Responding to misbehaviour

Staff create predictability by consistently addressing behaviour that falls short of expectations in a fair and proportionate manner, taking relevant factors into account.

De-escalation techniques help prevent escalation. All CYPs are treated equitably, with contributing factors identified.

Suspension of sessions/cease of placement may be considered in the most serious circumstances (see section 8). Personal circumstances are considered on a case-by-case basis with regard to fairness and safety.

7.8 Reasonable force

Reasonable force (minimal, last resort) may be used to prevent a CYP from:

- Hurting themselves/others

- Damaging property

- Committing an offence

Any use of reasonable force must:

- Be a **last resort**, for the **minimum** time and force necessary

- Maintain **safety and dignity**

- **Never** be punitive

- Be **recorded** and **reported to parents/carers** (MyConcern)
  Staff must consider **vulnerabilities** (SEND, mental health, medical needs).

7.9 Searching, screening and confiscation

Conducted in line with **DfE guidance**.

Confiscation
Prohibited items (see section 3) will be confiscated and not returned. Items not allowed on site (e.g., energy drinks, items for sale) may be returned following discussion with senior leaders and parents/carers, where appropriate.

Searching a CYP

- Carried out by an authorised staff member; ordinarily same sex with a witness.

- In urgent risk of serious harm, an authorised member of staff of a different sex may search without a witness; they must report and record immediately.

- If not urgent, seek advice from Head of Service/DSL/Thrive Lead and supervise the CYP away from others.

- Searches may occur with reasonable grounds for suspecting possession of prohibited items or where the CYP agrees.

- Searches occur on Tuition Extra premises or where we have lawful control (e.g., trips).

- Before a search, staff: assess urgency/risk/safeguarding; consider contacting police; explain why, what and how; seek co-operation.

- Refusal may lead to an appropriate sanction; further refusal escalated to Head of Service/DSL/Thrive Lead; decision to use reasonable force is case-by-case to prevent harm or disorder.

- Metal detectors may be used.

- Staff may search outer clothing and possessions (bags, etc.). Outer clothing includes garments not worn next to the skin and items like hats, scarves, gloves, shoes/boots.

Searching possessions

- With CYP and another staff member present where practicable.

- If immediate serious risk, a single authorised staff member may proceed.

Informing the DSL

- Inform without delay if prohibited items are suspected/found or a safeguarding risk is identified.

- All searches for prohibited items are recorded (including where nothing is found).

Informing parents/carers

Parents/carers are always informed of any search for prohibited items: what happened, what was found/confiscated, and actions taken.

Support after a search

We consider whether the CYP is suffering/likely to suffer harm due to the reasons for, process of, or outcome of the search and follow safeguarding processes.

Strip searches

- Staff **cannot** conduct strip searches; only police officers may do so under **PACE Code C**.

- Before calling police, staff weigh risks to wellbeing against the risk of not recovering the item and exhaust less invasive options.

- Once police attend, the decision to strip search is theirs; Tuition Extra advocates for the CYP's safety and wellbeing.

- Where reasonably possible (unless immediate risk), we contact parents/carers beforehand to attend as appropriate adult.

- We record all strip searches and monitor trends.

- Who will be present: At least two people (besides the CYP), including the appropriate adult (unless the CYP explicitly declines in their

presence and the adult agrees). Sex of attendees will respect CYP wishes and dignity.

- Care after a strip search: CYPs receive appropriate support and an opportunity to express their views; we consider additional help, early help or referral as needed.

7.10 Off-site misbehaviour

Sanctions may be applied where a CYP misbehaves off-site while representing Tuition Extra (e.g., library trips, work-experience, visits).

7.11 Online misbehaviour

Sanctions may be issued where online behaviour:

- Poses a threat or causes harm to another CYP
- Has repercussions for the orderly running of Tuition Extra
- Adversely affects the reputation of Tuition Extra

Sanctions are only given on Tuition Extra premises or where the CYP is under our lawful control.

7.12 Suspected criminal behaviour

We make an initial assessment regarding police involvement and preserve relevant evidence. If reporting is appropriate, the DSL will make the report and, where relevant, a tandem referral to children's social care. Any internal processes will not conflict with police action.

7.13 Zero-tolerance approach to sexual harassment and sexual violence

All incidents are met with a suitable response and never ignored. CYPs are encouraged to report anything that makes them uncomfortable.

Our response is proportionate, considered, supportive and decided case-by-case. Clear processes exist for responding to reports and completing risk assessments to decide whether to manage internally, refer to early help/caseworker, refer to social care or report to police. See safeguarding policy [link].

7.14 Malicious allegations

If a CYP makes an allegation against a member of staff or another CYP that is shown to be deliberately invented or malicious, we will consider disciplinary action in line with this policy. Where allegations are unsubstantiated/unfounded/false/malicious, we consider whether the CYP is in need of help (potential cry for help) and may refer to children's social care. We also consider the pastoral needs of those accused.

8. Serious sanctions

8.1 Removal from session

Used in response to serious or persistent breaches. CYPs continue learning under staff supervision. Removal is used only after other strategies have been attempted, unless behaviour warrants immediate removal.

Removal can be used to:

- Restore order during unreasonable disruption

- Maintain safety of other CYPs

- Allow the CYP to continue learning in a managed environment

- Enable the CYP to regain calm in a safe space

CYPs are supervised by the Thrive Lead or Head Tutor and reintegrated as soon as safe and appropriate. Parents/carers are informed the same day. We consider alternative support for CYPs frequently removed (e.g., re-engagement plan using Thrive; multi-agency assessment). All incidents are recorded (including relevant protected characteristics).

8.2 Suspension or permanent cease of placement

May be used for serious incidents or persistent poor behaviour not improved following sanctions and interventions. Decisions are made by the Head of Service and only as a last resort, in consultation with the LA, school (where relevant) and parents/carers.

9. Responding to misbehaviour from CYPs with SEND

9.1 Recognising the impact of SEND on behaviour

We recognise behaviour may be impacted by SEND. Each incident is considered case-by-case. We meet legal duties by:

- Taking reasonable steps to avoid substantial disadvantage (Equality Act 2010)

- Using best endeavours to meet needs (Children and Families Act 2014)

- Securing EHC plan provisions and co-operating with the LA and partners

We anticipate triggers and put in place supports, including:

- Thrive assessments and targeted strategies

- Adjusted routines/expectations and sensory modifications

- Movement breaks and nurture spaces

- Adapted communication styles

- Personalised behaviour support plans

9.2 Adapting sanctions for CYPs with SEND

Before applying a sanction, we consider whether the CYP:

- Understood the rule/instruction

- Could act differently at the time, given their SEND

- Was likely to behave aggressively due to their SEND

If any apply, a sanction may be **unlawful**. Reasonable adjustments are considered.

9.3 Considering unidentified SEND

The SENDCo may evaluate CYPs with persistent/challenging behaviour for unidentified needs and seek advice from specialists (e.g., Educational Psychology, therapy services, medical practitioners) as needed. For acute needs, we liaise with external agencies and co-create a plan with parents/carers; we review regularly.

9.4 CYPs with an EHC plan

We secure the provisions set out in the EHC plan and co-operate with the LA and partners. Where there are concerns, we contact the caseworker and may request an emergency review.

10. Supporting CYPs following a sanction

We put in place strategies to help CYPs understand, repair and improve, such as:

- Reintegration meetings

- Daily check-ins and regulation routines

- Targeted behaviour/Thrive goals

- Updated CYP Support Plan (with parents/carers and professionals)

11. CYP transition

11.1 Induction of incoming CYPs

We provide a structured induction and meet-and-greet with tutors and families to build trusting relationships and establish routines.

11.2 Preparing outgoing CYPs for transition

We plan transition sessions and handover meetings. Relevant behaviour information is shared with need-to-know staff to ensure continuity and appropriate support.

12. Training

As part of induction and ongoing CPD, staff receive regular training in:

- Thrive Approach

- Trauma-informed practice and attachment awareness

- Behaviour as communication

- Safeguarding and KCSIE updates

- How SEND and mental health needs impact behaviour

A staff training log is maintained

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

We collect and analyse data on:

- Behaviour logs (MyConcern)

- Attendance

- Incident patterns and contexts

- SEND impact and outcomes

- Stakeholder feedback

We use analysis to ensure compliance with the Equality Act 2010 and to review policies where trends or disparities are identified.

13.2 Monitoring this policy

This policy is reviewed at least annually by the Head of Service and CEO (or more frequently if monitoring identifies a need). At each review, the policy is approved by the CEO.

14. Links with other policies

This policy links to:

- Child Protection and Safeguarding Policy

- Mobile Phone Policy