



Behaviour Policy

Date of Approval: 01 June 2021

Signed: Ruth Minhall_____ Position: Head of Service

Last reviewed: June 2021

Next review: June 2022

Introduction

Tuition Extra provides a service that engages children and young people in Education where Education in a school setting is either not possible or needs complimenting. As such, we operate a flexible, individualised behaviour policy that clearly sets out the expectations we have of our students, and appropriate restorative approaches should these expectations not be met. We work in line with existing school policy where the young person is attached to a mainstream school. We do however believe that a structured individual behaviour support approach is the best approach for our students, in line with the bespoke nature of the provision that we offer.

Our expectations

We expect all students to try, and in return we will respect their efforts.

We are mindful that many of the young people that we work with are not in school for reasons linked to behaviour and SEN, and as such, adopt a flexible approach to the application of this within our own setting, allowing time for reflection and restorative work.

In our setting, we achieve success by:

- Valuing Others
- Encouraging high aspiration and a love of learning
- Creating a safe learning environment
- Showing tolerance, respect and fairness
- Providing rewarding learning experiences
- Listening to and respecting others' views
- Offering diverse opportunities
- Appreciating and embracing diversity
- Recognising and celebrating all achievement

- Preparing for independence and future challenges

Good behaviour forms the basis of high quality education and is essential for effective learning. We, therefore, ensure that the children and young people that we work with feel secure, and know where they can seek support should they need it. As staff, we help provide this security and knowledge, and as parents and guardians we ask you to do the same. We have a collective responsibility to ensure that we maintain the wellbeing of the young people we work with. All we ask in return is that you, as a student, treat the people you interact with respectfully.

During the course of our lessons we encourage the use of all forms of technology safely. It is the responsibility of all staff to reinforce this message. This is to ensure that you are not at risk from external influences whilst undertaking education with us.

All tutors will apply the policy with consistency - and have had training in order that they can do this. All members of staff take responsibility for the behaviour and safety of students, and the management team are kept informed through progress sheets and communication with tutors.

Communication with parents will be made in the event of serious or persistent breaches of our expectations. We have a duty to ensure our tutors have a happy and safe working environment.

We endeavour to offer a holistic service which takes into account all of the needs of the individual, including their behaviour, which is why all behaviour support is compiled on an individual basis. It may be that we seek to offer THRIVE, Emotional Literacy or SALT interventions in order that we can help the young people that we work with better understand the cause and effect of their behaviour.

The application of these stages should be done in relation to the individual behaviour support plan and risk assessment that exists for each student, and therefore the guidance contained in this document should always be done in conjunction with additional advice.

Encouraging Positive Outcomes

Restorative Approaches where we can

We take the approach of using restorative justice rather than punitive sanctions for our students. A restorative approach focuses on mediation and agreement rather than punishment. As many of our students are with us because of the complexity of their needs, this first step to addressing behaviours of concern is vital to maintain the trusting relationships that we build.

Example:

One of our young people has had a heated debate with their parents or carers before a session has started which has led to them running late. Under a restorative system, they are greeted by their tutor in the same way, attention is not focused on them being late. When the young person begins to talk about why they were late, we offer options for them to discuss what has happened before learning takes place, or after learning has taken place. It may involve a referral to one of our learning mentors or support team to talk in more depth about any issues or ongoing concerns that they are having that requires support outside of the remit of tuition, or support from the SENCO in order to find ways of understanding where the behaviour comes from and if there is any specific intervention required to support it.

Severe/Dangerous Acts

There are however some things that we have to take a firmer approach to, for example, violent or threatening behaviour, or being under the influence of controlled substances. We will endeavour to support you, but we are here to provide an opportunity to continue education, and have a duty to ensure that our staff feel safe.

If we believe that you are under the influence or in possession of any controlled substance, we can:

- Terminate the lesson unless we believe that there is a greater risk of harm to you if we do so.
- If we believe that you may be in the possession of anything that is defined as a weapon, we have a right to withdraw from the session to make additional referral to the management team or to the police.

If we believe that the risk is too great, we will ensure that we complete a risk assessment to enable us to continue providing education, however, this may mean that we have to take measures such as meeting/arranging sessions in public places.

The table below is illustrative of some of the pathways that could be taken when we encounter behaviours of concern. As we focus on an individualised approach, all sanctions should be taken with that in mind. Involvement of external services is a last resort, and only if we have exhausted all other avenues or the behaviour warrants such involvement.

Behaviour or Concern	Sanction/Consequence/Actions
Violent or aggressive behaviour	Termination of session, referral to management team, risk assessment, police liaison if required.
Suspected/Confirmed under the influence or in possession of controlled substances	Termination of session unless the risk to the individual is too great, referral to management team, risk assessment, police liaison if required.
Swearing/Inappropriate language directed towards tutor.	Restorative initial approach. Referral to SENCO to consider THRIVE based support or other SALT based approaches.
Refusal to participate in planned session	Restorative initial approach/mentoring

Please note that this is applicable for online tuition as well.

Reporting of incidents and concerns

Tutors can record incidents of behaviour (positive/negative)

Company registration number: 08861767 VAT Registration No.: 252867186

**Correspondence Address: Suite 76, Innovation Centre, University Road, Canterbury CT2
7FG**

Further information:

Should you require any further information about this policy, or its application, please contact;

ruth.minhall@tuition-extra.co.uk (Head of Service)

STUDENT BEHAVIOURAL RISK ASSESSMENT

The student behaviour risk assessment should be completed when a student's conduct poses concern and ongoing risk to the health, safety and wellbeing of others at the School and also presents a risk to their own safety.

This risk assessment must be incorporated into the student support plan. A behavioural risk assessment should:

- Involve the student where possible.
- Involve staff who work with the student.
- Involve parents/carers where appropriate and possible.

The behavioural risk assessment must:

1. Identify and assess impact of the risk by gathering evidence using the behaviour risk audit, including:

- a/ The actual behaviour and including previous behaviour and relevant behaviour of others.
- b/ The potential of harm (physical or emotional) no harm, harm, serious.
- c/ Pre-existing medical conditions.
- d/ In what situation does the risk occur (time of day, trigger points, pattern to behaviour).
- e/ Who is likely to be injured or harmed?
- f/ What kinds of harm, injuries are likely to occur?

2. Manage the risk

How we will be able to devise a risk assessment detailing control measures to remove / reduce the risk.

The outcome of the risk assessment should be circulated to relevant staff and kept on the student file.

The risk assessment should be reviewed regularly taking into account the views of the student, staff and parents/carers when possible.