



Bristol Tuition Centre
Behaviour Policy
Version 8

Policy name	Owned by	Ratified by	Date	Review date
Behaviour Policy	Swindon Tuition Centre	Jo Vertannes	6.12.2018	6.12.2019

Policy Updates

Review date	Update Summary	Reviewed by:	Next Review:
5.12.2019	Added 'the positive reward system' and 'pupil values'.	J.Vertannes	5.12.2020
21.09.2020	Added 'risk assessment' and 'procedures for de escalation techniques'.	J.Vertannes & N.Hewlett	21.09.2021
3.06.2021	Added 'Evening Tutee Procedure'	J.Vertannes	3.06.2022
Jan 2022	Searching, screening and confiscation procedure added	N. Hewlett	Jan 2023
21.03.2022	Added Reflect and restore meeting with tutee, parents/ carers and on-school roll invited	J.Vertannes	21.03.2023
25/03/2022	Behaviour Flow Chart added to policy	N Hewlett	25/03/2023
22/08/2024	Added reporting procedure for RAG rated behaviour. Removed behaviour RAG from ILP's. Added updated Pupil Values Updated 2022 DofE guidance	L March	22/08/2025

Young people with multiple Fixed Term and Permanent Exclusions in Bristol often have a combination of the following: a legacy of unmet need; specific educational needs; social need; emotional need and mental health need.

Our Vision for Behaviour: For every pupil, irrespective of background, to fulfill their potential through the right mix of tuition, positive behavioural management and emotional support.

PUPIL CORE VALUES

STC PUPIL VALUES



→ RESILIENCE

To overcome barriers and learn from challenges or previous experiences.

→ APPRECIATION

For people who are supporting them and personal success & achievement on their journey.

→ INCLUSION

Equality is promoted regardless of differences and/or backgrounds, making everybody welcome.

→ SERVICE

Working together to utilise the services and support available for personal development/achievement.

→ ENGAGEMENT

To attempt engagement with activities or services to lead to a brighter future.

PRINCIPLES OF THIS POLICY

Principles for the basis of the Bristol Tuition Centre`s Behaviour policy:

Bristol Tuition Centre is committed to providing a safe and structured environment in which tutors can teach and pupils can learn. In order to achieve this, the following expectations apply:

- All pupils and staff will be treated with positive regard
- All pupils and adults (staff and parents) show respect to one another, both when attending on-site or off-site locations
- Parents are expected to encourage their children to show that respect and support the Tuition Centre`s authority to discipline and reward its pupils
- All members of staff help create a positive and productive ethos at the Bristol Tuition Centre sites, in particular tutors will help to create a culture of respect by supporting each other`s authority to discipline and reward pupils, and by ensuring that this happens consistently within and across the centres and off-site locations
- Behaviour Specialised Tutors will be trained at managing and improving children and young people`s behaviour for learning and for life
- Staff at Swindon Tuition Centre recognise that all behaviour is communication, and that negative behaviour is often the manifestation of an unmet need.
- At the recruitment stage, candidates for all Tutor roles will be assessed in having the efficient knowledge and skills to problem-solve and de-escalate behaviour through appropriate techniques
- Purposeful and serious damage to property will not be tolerated and will be addressed with parents/carers to arrange the repair and/or replacement of necessary items at the discretion of the company owner
- Only as a final resort will staff use reasonable force to prevent injury or serious damage to property. Our aim is to keep staff and pupils safe. Please see our Safeguarding Policy for more detailed information on the use of reasonable force.

TUTEE CODE OF CONDUCT

Pupils are expected to:

- Conduct themselves around the building in a safe, sensible manner and show positive regard to others
- Arrive on time to lessons
- Follow reasonable instructions given by the tutor
- Behave in a reasonable and polite manner to all staff and pupils
- Treat others with respect. Any form of bullying is not tolerated and such cases are taken extremely seriously
- Refrain from playing music during lessons. Listening to music with earphones on their break is permitted
- Show respect for the opinions and beliefs of others
- Refrain from using mobile phones to make calls, send SMS messages, surf the internet, play games, take photos or use any other applications during lessons. Unless this is permitted on their break
- Show respect for the working environment
- Refrain from causing damage to the Bristol Tuition Centre's property
- Refrain from consuming energy drinks and supplements

EXPECTATIONS WITH REGARD TO PARENTS/CARERS

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- inform of any foreseen absences
- attend Reflect and Restore meetings when requested

RISK ASSESSMENT

We ask the provider to send us a copy of the pupil's risk assessment however this is not always possible as they do not always have one in place. Therefore we include a risk assessment section in the Provider Referral Form which helps us to understand what the potential risks are with regards to behaviour and how likely these are to happen. After 4-6 weeks of settling in, the pupil's main tutor will conduct a new individual risk assessment for that pupil. This risk assessment will be reviewed at the end of each term or when an incident has occurred. All risk assessments must be signed off by a manager and shared with the whole team including bank tutors who may cover absence.

PROCEDURES FOR DE-ESCALATION TECHNIQUES

If in effect please follow pupil's individual behaviour plan

Strategies include:

- Noticing signs of distress and staying calm.
- Keeping unthreatening body language e.g standing side on, using calm hand gestures.
- Redirecting the behaviour through providing reasonable choices/options for alternative activities
- Connecting with the young person.
- Giving a break/ going for a walk/ providing space (with supervision at a distance).
- After the pupil is calm, thought should be given as to when the discussion about what happened can take place, if suitable.

PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

It is the responsibility of tutors to deal with minor incidents which occur in their classroom.

More serious incidents can be dealt with by the tutor, but may also involve more senior members of staff. When necessary, these incidents are recorded on file.

Bristol Tuition Centre reserves the right to sanction a fixed term or permanent exclusion if a serious incident has occurred. In the case of all exclusions, parents/guardians are informed by telephone conversation of the reasons for the exclusion.

Staff should refer to the following document when dealing with unacceptable behaviour: 1.

Responding to Challenging Behaviour Flowchart

RAG Rating for Behaviour

Red- Serious and Very serious incidents - Log on Capsule - Report to SLT

Amber- Medium Incidents - Log on Capsule - inform parents/providers

Yellow - Minor incidents - Log on Capsule

Green- Positive Reward - Log on Capsule - inform parents/providers

SANCTIONS

Outlined below are examples of unacceptable behaviour and sanctions which are available.

This is not a tariff, and each case must be dealt with according to its merits

Minor Incidents

These incidents are dealt with by the classroom tutor and include, for example: throwing paper; calling out; not following instructions; incomplete class work; being rude; swearing.

Sanctions could include:

- Reminders of expectations
- Reminders of the sanctions if behaviour continues

Incidents of medium severity

Unacceptable behaviour in this category includes:

- Persistency of minor incidents as above
- possession of energy drink;
- Extreme rudeness to staff (depending on severity could be classed as serious)
- Verbally aggressive behaviour to another pupil
- Being continually off-task
- Smoking on/outside the premises

Sanctions could include:

- Reflect and Restore meeting with pupil, parents/carers and manager
- Contact with parents by phone or letter

Serious Incidents

Serious incidents are dealt with by the tutor and/ or SLT team and include:

- Truancy from school & lessons
- Extreme rudeness to staff
- Aggressive behaviour

- Refusal to comply with other sanctions
- Theft
- Bullying (including cyberbullying)
- Serious damage to property

Sanctions include:

- Reflect and restore meeting with tutee, parents/ carers and on-school roll invited
- Invoice to parents/carers for repair or replacement of damages caused
- Fixed term exclusion
- Permanent exclusion

Very Serious Incidents

These incidents are dealt with by the Director or Business Manager.

They include:

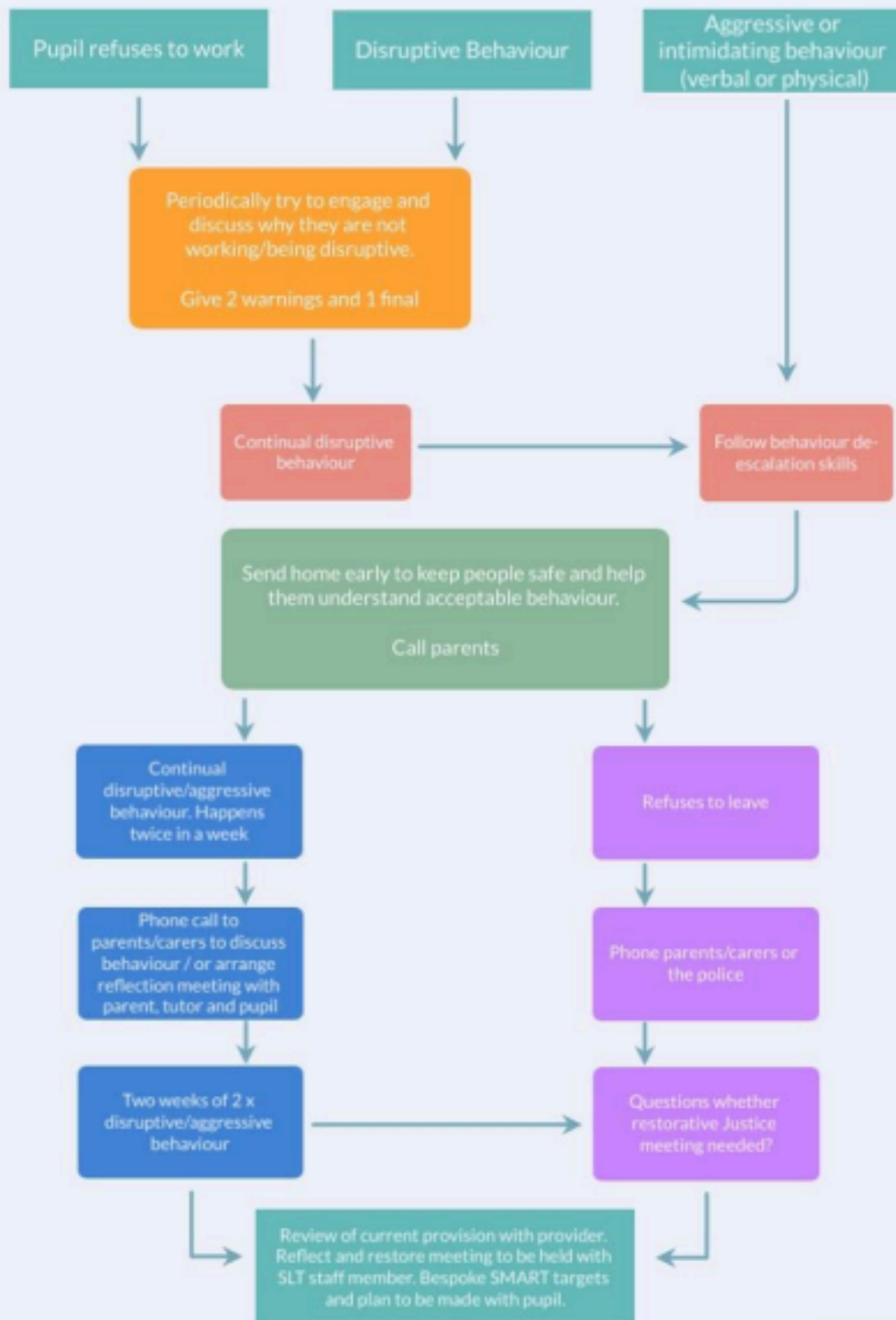
- Persistency of the above
- Serious incidents of bullying
- Sexual contact
- Racial abuse/ discriminatory behaviour
- Sexual harassment
- Fighting
- Bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)
- Physical aggression to a member of staff will be treated with the utmost severity
- Under the influence of drugs or alcohol

- Possessing illegal substances or paraphernalia

Sanctions include:

- Reflect and restore meeting with tutee, parents/carers and provider invited
- Fixed term exclusion
- Permanent exclusion
- Police involvement

RESPONDING TO CHALLENGING BEHAVIOUR



SEARCHING, SCREENING AND CONFISCATION OF ITEMS

In accordance with the 2022 guidance as outlined in the [Department of Education Searching, Screening and Confiscation advice for headteachers, school staff and governing bodies](#) Teaching staff have the statutory power to search pupils or their possessions, with or without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items included:

- Knives or Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Fireworks
- Pornographic images
- Any article that may have been used or is likely to be used in a criminal act.

Confiscation - Teaching staff have the ability to confiscate any of the above items if found in the process of a searching or screening of a pupil or their possessions should the item be deemed dangerous or detrimental to the people within the centre.

Procedure - Tutors will be advised of the change in a tutee's risk assessment. This will mean upon arrival, the necessary tutee's, will be scanned with the hand held metal detector wand over their front, back and up both sides when they enter the centre. Tutors **must not physically search a tutee who have been identified as needing wandling.** Their bags will be scanned with the hand held metal detector wand. If required and with advice from the Designated Safeguarding Lead or the Deputies a bag may be searched wearing gloves and with two tutors present if indicated by the wand scan.

Should the tutee leave the centre unsupervised during their session this process will need to be undertaken again once they return to the centre.

THE POSITIVE REWARD SYSTEM

It is important that achievement and good behaviour are rewarded. Rewards (Positive Reinforcement)

If students are to progress towards becoming successful adults, then the people they come into contact with must give them appropriate guidance and praise. Praise is very important for all children, as it provides feedback and recognition of their appropriate behaviour, helping them to see how well they are doing and what improvements they have made. During the early stages of learning new behaviour it is not easy for them to judge when they are getting it right. By providing feedback to the student, the staff can help them to understand their behaviour and the consequences for themselves, learning that things do not happen merely by chance or fate, that their actions have effects; this will assist each student's progress towards monitoring and regulating their own behaviour. To fully support this we aim to build up relationships and self esteem by:

- Positive verbal comments/praise.
- Phone calls home

- Nomination for Tutee of the Term
- Reward trips are held at the end of each term for day time students that have met their individual targets.

Since rewards far outweigh sanctions we encourage pupils to believe rewards are there for them to earn, not lose. Our expectation is for students to demonstrate appropriate levels of behaviour.

RECORDING BEHAVIOUR

Day time tutee procedure:

Amber and Red- Medium, Serious and Very serious incidents - must be recorded on Capsule CRM database. Managers will send records of these to the provider. The manager will decide whether the tutor or the manager will inform the parent/carer. Updates to tutors from managers in Friday afternoon student overviews.

Amber- Minor Incidents - all minor incidents can be recorded on Capsule and discussed in Friday Staff development afternoons

Green- Positive Reward - inform management if reward is earned and budget is required

Home tutored tuition

All tutors delivering tuition within a tutee's home should respond to the behaviour presented by individual tutees with the above process. Where tuition is being delivered minus the presence of an adult (parent or carer) a portable camera may be utilised to safeguard all involved (see Safeguarding Policy).

If there is a risk of behaviours escalating and a risk of harm to the tutor, property of tutee is posed the tutor will leave the home implementing the 'Walk-out' procedure and then report the incident to the Service Delivery Manager.

Following this the tuition plan will be reviewed and potentially another venue/ way for tuition to be delivered sought after.

Evening tutee procedure:

Evening staff should record positive and minor incidents on the lesson plan. Serious and very serious incidents must be reported to the Administrative Manager as soon as possible.

admin@swindontuitioncentre.co.uk

Parents and carers should always be informed of serious/very serious behaviour incidents when collecting their child from tuition.

REFLECT & RESTORE

Reflect & Restore is a template used when a meeting is held to discuss a pupil's behaviour and attitude towards learning. The form includes asking

What happened?

Who was impacted?

How we can move forward

Agreed actions (SMART) - which includes the pupil's signature.

Managers will invite the provider to the meeting and if they cannot attend they will update the provider with the outcome of such meetings. Reflect and Restore Forms must be uploaded to the pupil's profile on Capsule- please send a copy to the Admin Team.

Please sign to confirm that you have read and understood the above Policy and Procedure:

Date: