



## **Behaviour Policy**

# Aims and Principles

## Core Philosophy

At Prime Tutors AP, we believe that **all behaviour is communication**. Our policy is founded on principles of **respect, inclusion, restorative justice, and high expectations**. We aim to create a safe, supportive, and structured environment where every student can achieve their full potential, both academically and personally.

## Policy Aims

- To establish clear, consistent, and predictable expectations for student conduct.
- To teach students effective social, emotional, and self-regulation skills.
- To manage challenging behaviour through supportive interventions, not purely punitive measures.
- To promote a culture of mutual respect among students, staff, and the wider community.

## Expectations for All

We operate a three-part framework: **Be Safe, Be Respectful, Be Ready to Learn**.

Area	Staff Expectations	Student Expectations
<b>Be Safe</b>	Ensure the physical environment is secure. Respond immediately and calmly to risk-taking behaviour. <b>De-escalate</b> before reacting.	Keep hands, feet, and objects to yourself. Follow all safety rules (e.g., fire, equipment). Report all concerns to an adult.
<b>Be Respectful</b>	Use positive and affirming language. Treat all students and colleagues equitably. Model excellent behaviour and professionalism.	Listen actively and wait your turn to speak. Use polite language (please, thank you). Respect the property of others and the AP environment.
<b>Be Ready to Learn</b>	Provide engaging, differentiated, and well-structured lessons. Set clear learning objectives. Provide immediate, constructive feedback.	Arrive on time with necessary equipment. Complete set tasks to the best of your ability. Ask for help when needed. Manage distractions (e.g., mobile phones off/out of sight).

## Promoting Positive Behaviour (Rewards & Recognition)

Positive reinforcement is key to developing self-regulation.

- **Verbal Praise:** Specific and immediate praise, focusing on the desired behaviour ("I like how you kept trying with that difficult math problem").
- **The Prime Tutors Passport/Point System:** Students earn points/stamps/tokens daily for meeting or exceeding expectations in the three core areas. Points can be exchanged for agreed-upon, age-appropriate rewards (e.g., choice of activity, resource purchase, certificate).
- **Weekly/Termly Recognition:** Certificates, positive phone calls/emails home, and recognition in student review meetings for sustained effort and progress.
- **Responsibility Roles:** Offering students roles of responsibility (e.g., Peer Mentor, Classroom Assistant) to build self-esteem and leadership skills.

## Responding to Challenging Behaviour (The Intervention Ladder)

Our response is tiered, focusing on early intervention and de-escalation.

Stage	Intervention Focus	Examples of Action
<b>Tier 1: Low-Level/Early Intervention</b> (Disruption, off-task)	<b>Non-Verbal &amp; Proximity:</b> Use minimal attention to minimise disruption.	Non-verbal cues (eye contact, hand signal). Moving closer to the student (proximity). Quiet, private reminder of the expectation.
<b>Tier 2: Targeted Intervention</b> (Repeated low-level or moderate disruption)	<b>Correction &amp; Refocus:</b> Direct challenge and choice/consequence.	Private, calm conversation outside the immediate learning space. Use of a "Take-a-Break" or "De-escalation Space" for a short, agreed time. Clear statement of the natural consequence if behaviour continues.
<b>Tier 3: Serious/Persistent Intervention</b> (Aggression, defiance, non-compliance)	<b>Safety &amp; Restorative Process:</b> Immediate risk management and structured repair.	Removal of the student from the group by a senior member of staff. Immediate contact with parents/carers and/or commissioning school. Completion of a <b>Restorative Conversation</b> form/script.

**Note on Mobile Phones:** Mobile phones must be switched off and stored away during session times. If a phone becomes a distraction, it will be confiscated for the remainder of the session/day and returned to the student/parent/carer at the end of the day.

## Restorative Approach and Repair

After a challenging incident, our focus is on **repairing the harm** and **reintegrating the student** successfully.

1. **What happened?** (Allows the student to share their perspective)
2. **Who has been affected and how?** (Helps the student develop empathy)
3. **What needs to happen now to make things right?** (Focuses on accountability and repair)
4. **What can we do differently next time?** (Focuses on learning and future strategy)

## Recording and Review

- All significant positive and challenging behaviours must be recorded consistently (e.g., using a central behaviour log or Student Information System).
- Behaviour data will be reviewed weekly by the management team to identify trends, evaluate the effectiveness of interventions, and inform the student's individual support plan.

## What is Bullying?

Based on your policy, the definition of bullying is: **"To intimidate with persistent threats of or actual aggression or violence."**

This core definition is expanded upon by Prime Tutors' unique **"equality of opportunity"** perspective, which adds a crucial layer of understanding:

- **Systematic Intimidation:** Bullying is not a single, isolated conflict or disagreement. It is defined by its **persistence** (repeated over time) and its use of **intimidation** (making someone feel afraid or powerless).
- **Discrimination and Prejudice:** Bullying is seen as a breach of an individual's right to express their **diversity and differences** (age, gender, ability, ethnicity, and sexuality). This means that **discriminatory or stereotypical prejudice** used to intimidate—whether through words, actions, or online—is automatically classified as bullying.
- **Manifestations:** The policy specifically targets intimidating behaviours across different forms, including **racial, homophobic, and cyberbullying**, affecting learners, staff, and the public.

In essence, at Prime Tutors, bullying is the **persistent and prejudiced abuse of power** that undermines a person's **safety and equality of opportunity**.

## How to Recognise Bullying: The Warning Signs

Recognising bullying requires staff to be highly vigilant and look beyond the surface level of conflict, using the signs you provided to identify a pattern of behaviour.

### Recognising the Victim of Bullying

A victim often displays changes in their emotional state, routine, and academic engagement. Staff should look out for:

Category	Signs to Watch For	Staff Action Focus
<b>Emotional/Social</b>	<b>Isolation/withdrawal</b> (sitting alone, avoiding groups). <b>Lack of confidence/self-esteem</b> and <b>general unhappiness</b> . <b>Surliness</b> (irritability or bad temper, often masking distress).	Create safe spaces for conversation and increase check-ins.
<b>Routine/Attendance</b>	<b>Erratic attendance and punctuality</b> (may be trying to avoid specific times/places). <b>Seeking time with adults</b> (looking for a safe haven).	Investigate patterns of absence or tardiness and connect them to specific times/locations.
<b>Physical/Behavioural</b>	<b>Changes in behaviour and mood</b> . <b>Lack of appetite</b> . <b>Attention seeking behaviour</b> (as a desperate call for help).	Refer for pastoral support. Use sensitive, non-judgemental questioning.
<b>Academic</b>	<b>Sudden deterioration of effort</b> (if they are preoccupied, anxious, or have work/materials damaged).	Discuss changes in performance with the student privately and sensitively.

## Recognising the Perpetrator of Bullying

The individual perpetrating the bullying is typically exercising power and control, often masking their own underlying issues. Staff should observe behaviours that indicate a tendency towards dominance or aggression:

Category	Signs to Watch For	Staff Action Focus
<b>Dominance/Control</b>	<b>Intimidation of learners/staff</b> (verbal or non-verbal posturing). <b>Tendency to ridicule and humiliate others</b> . <b>Loud and attention seeking behaviour</b> (to dominate attention/space).	Challenge the behaviour immediately and consistently using the Intervention Ladder.

<b>Aggression/Violence</b>	<b>Physical aggression</b> and <b>violent behaviour</b> . <b>Easy loss of temper</b> .	Implement immediate Tier 3 (Serious) interventions focusing on safety and accountability.
<b>Impulsivity/Disregard</b>	<b>Hyperactivity</b> (if coupled with poor self-regulation). <b>Immorality</b> (disregard for rules or decency). <b>Dis-inhibited behaviours</b> (lack of appropriate social boundaries).	Address the root causes through targeted social-emotional learning and restorative conversations.

## Key Recognition Principles for Staff

For staff, the most effective way to recognise bullying is to follow these steps:

1. **Look for the Pattern:** Ask yourself: Is this a one-off conflict, or is it **persistent**? Is the behaviour **repeatedly** targeted at the same individual or group?
2. **Identify the Power Imbalance:** Is one person making the other feel **intimidated, powerless, or unsafe**? Bullying involves a perceived or real imbalance of power (e.g., social status, physical size, age, or digital access).
3. **Check for Prejudice:** Is the aggressive/intimidating behaviour motivated by or directed at a protected characteristic (age, gender, ethnicity, ability, sexuality)? If so, it is specifically **unacceptable discrimination** under this policy.
4. **Listen to the Environment:** Notice the subtle cues: who falls silent when a specific person enters a room? Who always seems to be isolated during breaks?

At Prime Tutors AP, we recognize that **successful student outcomes depend on a strong, collaborative partnership** between the provision, parents/carers, and the commissioning referrer/school. Clear, consistent, and proactive communication is essential for promoting and maintaining the high standards of behaviour and engagement we expect.

## Proactive and Routine Communication

We commit to maintaining a structured flow of information to ensure all stakeholders are consistently informed about the student's progress and well-being:

- **Daily Check-in/Check-out:** Brief, informal communication (e.g., via a communication diary, email, or brief call) summarising the student's day, highlighting successes, and noting any immediate concerns.
- **Weekly Summary:** A formal written summary detailing the student's academic progress, behavioural achievements (using the Prime Tutors Point System), and any key upcoming targets or adjustments.
- **Termly Review:** Participation in formal review meetings (e.g., EHCP or placement reviews) to collaboratively assess progress against targets and plan future support.

# Responding to Behavioural Concerns

Where a student's behaviour gives cause for concern, we follow a clear, collaborative process:

- **Early Intervention Notification:** Parents/carers/referrers will be informed **at the earliest possible stage** of concern, typically after Tier 2 interventions have been implemented but before any serious action is taken. This ensures issues are addressed before they escalate.
- **Joint Action Planning:** We will actively **seek parental and referrer support** in devising a tailored, written **Action Plan** (e.g., a Behaviour Support Plan or pastoral contract). This plan will identify triggers, outline specific, measurable targets, and detail the consistent strategies to be used both in the AP and at home.
- **Shared Responsibility:** We view parental input as crucial to the success of any action plan. We will clearly outline the reciprocal responsibilities and provide practical advice and resources to support consistency across environments.

**Our goal is to work together swiftly and transparently to implement solutions, ensuring the student's needs and support requirements are met consistently.**

**Principles and procedural guidelines for staff that applies across the whole range of behaviours described in the appendices**

