



Behaviour Policy

September 2026

Vision and Values

At Prime Tutors Nottingham Ltd, we believe that positive behaviour grows from **relationships, respect, and restoration**. Many of our learners have experienced disrupted education, trauma, unmet needs, or exclusion from mainstream settings. Our role is to provide a **fresh start**, where learners feel safe, understood, and supported to succeed.

Our approach is rooted in:

- **Empathy** – understanding the story behind the behaviour
- **Trust** – building consistent, predictable relationships
- **High expectations** – believing every learner can grow
- **Restoration** – repairing harm and rebuilding connections

We aim to create calm, safe, nurturing environments — whether in homes, community venues or online — where learners can reset, re-engage, and develop the social, emotional and academic skills needed for their next steps.

Our Approach to Behaviour

We do not expect perfection – we expect growth.

Prime Tutors Nottingham Ltd uses a trauma-informed, relational, and restorative approach to behaviour, in line with:

- *Behaviour in Schools* (DfE, 2024)
- *Keeping Children Safe in Education* (KCSIE, 2025)
- *Alternative Provision Statutory Guidance* (2025)

This means:

- Every behaviour is a form of communication
- Boundaries are clear, fair, and consistent
- Repair is just as important as sanctions
- We separate the behaviour from the learner
- We avoid zero-tolerance or punitive methods
- We focus on building positive relationships and supporting self-regulation

We help learners understand and manage their actions through restorative conversations, personalised strategies, and consistent relational support.

Anti-Bullying Approach

Bullying is not tolerated in any form. As a small, relational alternative provision, we recognise that bullying can be subtle, relational, or linked to trauma, unmet needs, or social difficulties.

Bullying includes:

- verbal or emotional harm
- physical intimidation
- online or digital bullying
- relational bullying (exclusion, manipulation, coercion)
- prejudice-based bullying (SEND, race, gender, identity, etc.)

When bullying is suspected or reported:

1. Concerns are taken seriously and explored sensitively
2. Staff use restorative conversations to understand what has happened
3. Individual support is provided to all pupils involved
4. Risk assessments or behaviour plans are updated if needed
5. Parents/carers and professionals are informed where appropriate
6. Safeguarding procedures are followed if the behaviour meets threshold

Our aim is always to rebuild **safety, trust and connection**, ensuring learners feel protected, listened to and supported.

Positive Handling / Physical Intervention

Prime Tutors Nottingham Ltd does **not** use physical restraint or positive handling.

If a situation arises where a learner's behaviour presents an immediate risk:

- Staff remove themselves from unsafe environments
- Parents/carers or emergency services may be contacted
- Safeguarding procedures are followed
- De-escalation strategies are used to prevent escalation

Searching, Screening and Confiscation

We follow DfE guidance on Searching, Screening and Confiscation (2024). As a community-based AP:

- We do not conduct physical searches
- Searching is only considered when there is a clear safeguarding concern
- Parents/carers and commissioning schools are involved where risks need managing

- Items posing a safety risk may be temporarily removed and returned appropriately

Prohibited Items

To maintain safety in home and community settings, learners must not bring:

- weapons or imitation weapons
- drugs, alcohol, or related paraphernalia
- vapes or smoking materials
- offensive or harmful items
- items that pose a risk in home or community venues

Roles and Responsibilities

Staff

- Model respectful, calm behaviour
- Set clear, consistent expectations
- Recognise and praise positive behaviour
- Use restorative practices when incidents occur
- Respond promptly to bullying or peer conflict
- Communicate clearly with families and professionals

Learners

- Try their best to engage positively
- Take responsibility for their actions where possible
- Treat others with respect
- Be open to support and reflection

Parents and Carers

- Work in partnership with us
- Support agreed behaviour plans
- Communicate openly and honestly

Attendance and Punctuality

Attendance is closely linked to behaviour and wellbeing. We expect learners to attend sessions consistently and on time.

Where attendance becomes a concern:

- Staff explore barriers with families
- Support is offered to improve engagement
- Safeguarding risks are assessed
- Attendance concerns are treated as a wellbeing issue, not a punishment issue

Recognition and Rewards

We celebrate progress, not perfection.

Learners are recognised for effort, attitude, and positive choices through:

- Verbal praise
- Reward points / certificates
- Positive phone calls home
- Weekly and termly celebration events
- Student Voice nominations

Responses to Challenging Behaviour

We use a relational, non-confrontational approach that prioritises **safety, dignity, and learning**.

Responses may include:

- de-escalation strategies
- time-out or reflection time
- restorative conversations
- behaviour support plans
- increased pastoral or mentoring support
- involvement of parents/carers
- multi-agency support

When behaviour presents risk or persists:

- Individual Risk Assessments
- Personalised timetables or alternative spaces
- Support from SEND, therapeutic, or mental health services
- Multi-agency meetings (TAC/TAF, Early Help, etc.)

Exclusion or end of placement is only used as a last resort, when:

- there is a serious risk to safety
- behaviour significantly disrupts learning
- all other interventions have been exhausted

Reintegration meetings and restorative processes follow any exclusion.

Restorative Practice

Restorative practice helps learners:

- understand the impact of their actions
- rebuild relationships
- develop accountability without shame
- strengthen emotional literacy and conflict resolution

Repair is part of the learning.

SEND and SEMH Considerations

Behaviour is often linked to:

- SEND
- SEMH needs
- trauma or attachment difficulties
- safeguarding concerns

In line with the SEND Code of Practice:

- behaviour is never viewed in isolation
- reasonable adjustments are made
- personalised strategies are used
- interventions are meaningful and reviewed regularly

Staff Training and Professional Development

All staff receive ongoing training in:

- trauma-informed practice
- restorative approaches
- de-escalation
- SEND and SEMH
- safeguarding and contextual safeguarding
- anti-bullying practice

Training is refreshed annually and monitored through supervision.

Recording and Reporting Behaviour

All significant behaviour incidents, bullying concerns, and safeguarding-linked behaviours are recorded securely.

Patterns are monitored to:

- identify emerging needs
- trigger early intervention
- inform multi-agency work

Records are shared with commissioners where required.

Partnership Working

We work closely with:

- commissioning schools
- local authorities
- social care
- youth justice
- mental health services

Behaviour plans, risk assessments and restorative actions are shared appropriately to ensure consistency across settings.

Learner Voice

Learners contribute to the development and review of our Behaviour Policy through:

- discussions
- feedback sessions
- Student Voice activities

Their experiences help shape expectations, rewards, and restorative processes.

Equality, Diversity and Inclusion

Behaviour expectations are applied fairly and consistently. We recognise that SEND, cultural background, identity, and lived experience influence behaviour. Responses are always personalised, respectful, and free from discrimination.

Safeguarding and Behaviour

Any behaviour that presents a risk to a learner's safety, or that of others, is managed in line with our Safeguarding Policy. Bullying concerns are treated as safeguarding issues where appropriate and escalated accordingly.

Monitoring and Review

The Behaviour Policy is reviewed annually by the Senior Leadership Team. Learner and staff voice contribute to updates, and ongoing training ensures consistency in practice.