

Tutor Doctor Essex Behaviour Policy

Version: 3.0

Policy Owner: Viv Durham - Director

Approved by: Laura Adams - Director

Effective Date: July 2026

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Document Control

Version	Date	Author	Summary of Changes
1.0	July 2026	Tutor Doctor Essex	Initial Behaviour Policy issued.
2.0	July 2026	Director	Updated to reflect current safeguarding guidance.
3.0	July 2026	Director	Comprehensive governance review aligned with statutory guidance, Alternative Provision practice and Tutor Doctor Essex operational procedures.

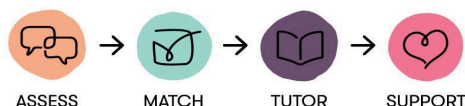
Related Policies

This policy should be read alongside the following Tutor Doctor Essex policies:

- Safeguarding and Child Protection Policy
- SEND Policy
- Attendance Policy
- Anti-Bullying Policy
- Restrictive Physical Intervention (RPI) Policy
- Risk Assessment Policy
- Home Tuition and Lone Working Policy
- Curriculum Policy
- Complaints Policy
- Staff Code of Conduct
- Tutor Code of Conduct

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1. Purpose and Scope

1.1 Purpose

Tutor Doctor Essex is committed to creating safe, respectful and inclusive learning environments where all learners can engage positively in education and achieve their potential.

We recognise that many learners accessing Alternative Provision have experienced disrupted education, trauma, anxiety, social, emotional and mental health (SEMH) needs or Special Educational Needs and Disabilities (SEND). Our approach to behaviour is therefore supportive, restorative and centred on understanding individual needs rather than relying on punitive measures.

Positive behaviour supports effective learning, promotes wellbeing and contributes to safeguarding. This policy provides a consistent framework for promoting appropriate behaviour, responding to incidents proportionately and ensuring that learners receive the support they need to succeed.

1.2 Scope

This policy applies to all Tutor Doctor Essex staff, tutors and learners receiving tuition in any setting, including:

- homes;
- schools;
- libraries;
- community venues; and
- online learning environments.

It also supports partnership working with parents, carers, schools, local authorities and other commissioning organisations.

2. Behaviour Principles

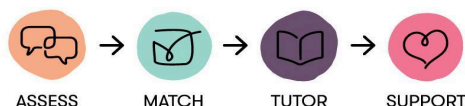
Tutor Doctor Essex promotes a positive behaviour culture built upon respect, inclusion, consistency and high expectations.

Our behaviour approach is underpinned by the following principles:

- every learner should feel safe, respected and valued;
- behaviour is viewed within the context of individual needs and circumstances;
- positive relationships form the foundation of effective behaviour support;
- restorative approaches are used wherever appropriate to repair relationships and promote learning from incidents;
- reasonable adjustments will be made to support learners with SEND, SEMH or other additional needs;
- behaviour concerns will be managed consistently, fairly and proportionately; and
- safeguarding remains central to all behaviour management decisions.

We recognise that behaviour is often a form of communication. Understanding the reasons behind behaviour enables tutors to provide appropriate support and reduce barriers to learning.

Tutor Doctor Essex will not tolerate discrimination, harassment or victimisation on the grounds of any protected characteristic under the Equality Act 2010.



3. Behaviour Expectations

Positive behaviour is the responsibility of everyone involved in supporting the learner. Tutor Doctor Essex promotes a shared understanding of expectations across learners, tutors, families and commissioners.

Learners are expected to:

- treat tutors, staff and others with courtesy and respect;
- engage positively in learning activities;
- follow reasonable instructions;
- respect learning resources and property;
- contribute to a safe and inclusive learning environment; and
- communicate appropriately with others.

Tutors are expected to:

- build positive and trusting relationships with learners;
- establish clear and consistent expectations;
- use praise, encouragement and restorative approaches to promote positive behaviour;
- adapt behaviour strategies to meet individual needs, including reasonable adjustments for learners with SEND or SEMH;
- maintain safe learning environments;
- record and report behaviour concerns in accordance with Tutor Doctor Essex procedures; and
- seek advice from the Director, Education Consultants or Designated Safeguarding Lead where additional support is required.

Parents and Carers are expected to:

- support learners to engage positively with tuition;
- share relevant information that may affect behaviour or wellbeing;
- work collaboratively with Tutor Doctor Essex to promote positive outcomes; and
- participate in discussions regarding behaviour support where appropriate.

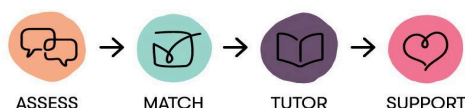
Schools, Local Authorities and Commissioners are expected to:

- provide relevant information to support behaviour planning;
- communicate significant changes that may affect the learner;
- participate in review meetings where appropriate; and
- work collaboratively with Tutor Doctor Essex to support positive educational outcomes.

4. Positive Behaviour Support

Tutor Doctor Essex is committed to promoting positive behaviour through supportive, proactive and preventative strategies that enable learners to engage successfully in education.

Tutors aim to establish positive relationships with learners, understand individual strengths and barriers, and create learning environments where learners feel safe, respected and motivated to succeed.



Behaviour support strategies may include:

- establishing clear routines and expectations;
- building positive and trusting relationships;
- recognising and celebrating success;
- providing consistent encouragement and praise;
- adapting teaching approaches to meet individual needs;
- offering appropriate choices to promote learner engagement;
- using calm and respectful communication;
- allowing appropriate breaks where needed; and
- implementing reasonable adjustments for learners with SEND, SEMH or other identified needs.

Behaviour support is individualised and takes account of referral information, baseline assessments, risk assessments and advice provided by parents, schools or other professionals.

4.1 Restorative Approaches

Tutor Doctor Essex promotes restorative approaches wherever appropriate to help learners understand the impact of their behaviour, rebuild positive relationships and develop strategies for future success.

Following a behaviour incident, tutors will encourage learners to:

- reflect on what happened;
- understand how their behaviour affected others;
- take responsibility where appropriate;
- identify strategies to prevent recurrence; and
- restore positive working relationships.

Restorative conversations are conducted in a supportive, age-appropriate manner and do not replace safeguarding procedures where behaviour places a learner or others at risk.

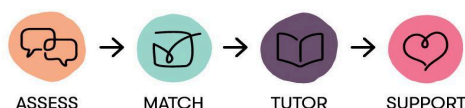
5. Managing Behaviour Incidents

Behaviour incidents are managed promptly, fairly and proportionately, with the safety and wellbeing of everyone involved remaining the primary consideration.

Where behaviour concerns arise, tutors will seek to:

- remain calm and use appropriate de-escalation techniques;
- assess any immediate risks;
- provide opportunities for the learner to regulate emotions where appropriate;
- adapt the learning environment if necessary;
- use restorative conversations once the learner is ready; and
- record significant incidents in accordance with Tutor Doctor Essex procedures.

Where behaviour presents a safeguarding concern or there is an immediate risk of harm, tutors will follow the Safeguarding and Child Protection Policy without delay. Behaviour that indicates a risk of harm, abuse, exploitation or significant welfare concerns will always be managed as a safeguarding matter in accordance with the Safeguarding and Child Protection Policy.



Parents, carers, schools, local authorities and commissioners will be informed of significant incidents where appropriate and in accordance with agreed reporting arrangements.

Where behaviour continues to present a significant risk despite appropriate support, Tutor Doctor Essex will work with commissioners and relevant professionals to review the suitability of the provision, identify any additional support required, and determine whether further risk assessments or reasonable adjustments to the learner's programme are necessary.

6. Post-Incident Support

Following a significant behaviour incident, Tutor Doctor Essex is committed to supporting learners to re-engage positively with education.

The response to an incident will be proportionate to the circumstances and may include:

- reviewing the factors that contributed to the behaviour;
- discussing the incident with the learner using restorative approaches;
- identifying any unmet educational, emotional or wellbeing needs;
- reviewing behaviour support strategies and reasonable adjustments;
- updating individual risk assessments where required;
- consulting with parents, carers, schools, commissioners or other professionals; and
- agreeing appropriate next steps to support successful future engagement.

The aim of post-incident support is to reduce the likelihood of recurrence, strengthen positive relationships and enable learners to continue accessing education safely and successfully.

7. Bullying

Tutor Doctor Essex is committed to providing learning environments that are safe, inclusive and free from bullying. Bullying of any kind is unacceptable and will be addressed promptly, consistently and in accordance with the Safeguarding and Child Protection Policy.

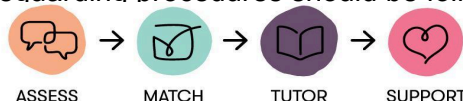
Bullying is behaviour that is **repeated, intentional and designed to cause physical or emotional harm**, often involving an imbalance of power.

Bullying may include:

- physical aggression;
- verbal abuse or name-calling;
- emotional or social exclusion;
- racist, sexist, homophobic or disability-related bullying;
- online or cyberbullying;
- sexual harassment or sexual violence; and
- any other behaviour intended to intimidate, humiliate or harm another person.

All reports of bullying will be taken seriously and responded to promptly. Tutor Doctor Essex will:

- listen to and support those affected;
- investigate concerns proportionately;
- record incidents appropriately;
- consider whether safeguarding procedures should be followed;



- implement appropriate support and restorative measures;
- work collaboratively with parents, carers, schools and commissioners where appropriate; and
- monitor the situation to reduce the risk of further incidents.

Where bullying involves a protected characteristic or raises safeguarding concerns, appropriate statutory procedures will be followed.

8. SEND and Behaviour

Tutor Doctor Essex recognises that behaviour may be influenced by a learner's Special Educational Needs and Disabilities (SEND), social, emotional and mental health (SEMH) needs, communication differences, medical conditions or previous experiences. Behaviour support will always take account of the individual learner's needs and circumstances.

Where appropriate, behaviour planning will consider:

- Education, Health and Care (EHC) Plans;
- identified SEND;
- anxiety or emotionally based school avoidance (EBSA);
- trauma-informed approaches;
- communication needs;
- sensory needs;
- mental health and wellbeing;
- individual risk assessments; and
- advice provided by parents, schools or other professionals.

Reasonable adjustments will be made wherever appropriate to ensure learners are supported fairly and in accordance with the Equality Act 2010.

Behaviour management strategies will be adapted to reduce barriers to learning and promote successful engagement rather than relying solely on sanctions.

9. Recording and Reporting

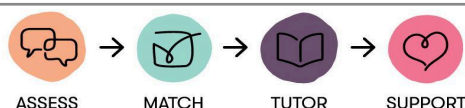
Behaviour concerns will be recorded accurately and proportionately to ensure appropriate support can be provided and safeguarding responsibilities are fulfilled.

Tutors must record significant behaviour incidents using Tutor Doctor Essex reporting procedures and notify the Designated Safeguarding Lead (DSL) without delay where behaviour:

- presents a safeguarding concern;
- involves actual or potential harm;
- indicates a pattern of escalating behaviour;
- involves bullying, discrimination or harassment; or
- requires additional intervention or review.

Where appropriate, parents, carers, schools and commissioners will be informed in accordance with agreed communication arrangements.

Behaviour records contribute to ongoing monitoring, risk assessment, safeguarding oversight and the review of individual support strategies.



10. Roles and Responsibilities

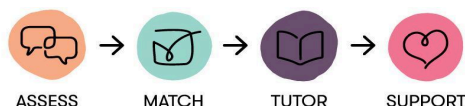
Role	Key Responsibilities
Director and Education Consultants	Provide strategic and operational oversight of behaviour management, promote positive behaviour across the organisation, support tutors, monitor behaviour trends, oversee quality assurance, ensure compliance with statutory guidance and review behaviour support where required.
Tutors	Promote positive behaviour, establish clear expectations, build positive relationships, use restorative and supportive strategies, make reasonable adjustments where appropriate, maintain accurate records and report safeguarding concerns promptly.
Learners	Treat others with respect, engage positively in learning, follow reasonable instructions and contribute to a safe and inclusive learning environment.
Parents and Carers	Work in partnership with Tutor Doctor Essex, share relevant information, support learner engagement and participate in behaviour discussions where appropriate.
Schools, Local Authorities and Commissioners	Share relevant information, contribute to behaviour planning and reviews, and work collaboratively to support positive learner outcomes.

11. Legal Framework

This policy has been developed with regard to relevant legislation and statutory guidance, including:

- Education Act 1996
- Education Act 2002
- Children Act 1989
- Children Act 2004
- Equality Act 2010
- Behaviour in Schools: Advice for Headteachers and School Staff
- Suspension and Permanent Exclusion Guidance
- Keeping Children Safe in Education (Current Edition)
- Working Together to Safeguard Children (Current Edition)

This policy should be read alongside the Tutor Doctor Essex Safeguarding and Child Protection Policy, SEND Policy, Attendance Policy, Anti-Bullying Policy, Restrictive Physical Intervention (RPI) Policy and Risk Assessment Policy.



12. Monitoring and Review

The Director is responsible for ensuring the effective implementation of this policy and for monitoring its impact across Tutor Doctor Essex.

The policy will be reviewed every two years, or sooner where necessary to reflect:

- changes in legislation or statutory guidance;
- updates to Department for Education guidance;
- recommendations arising from safeguarding reviews or quality assurance activities;
- changes to Tutor Doctor Essex operational practice; or
- learning identified through behaviour trends or significant incidents.

Behaviour trends, incident data and stakeholder feedback may be analysed periodically to identify emerging themes, evaluate the effectiveness of behaviour support strategies and inform continuous improvement. Any amendments will be approved by the Director and communicated to staff, tutors and other relevant stakeholders.

Approval

Policy Title Behaviour Policy

Policy Owner Viv Durham -
Director

Approved By Laura Adams -
Director

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