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Contents

1. Introduction

   1.1. The policy aims to provide a simple framework to create a positive, secure, safe learning environment for all involved. This Behaviour Policy outlines the expected behaviour from Tutors, students, and parents/guardians. This policy ensures that our tuition services are productive, respectful, and enjoyable for everyone.

2. Expected Behaviour from Tutors

   2.1. **Professional Conduct:** Tutors are expected to maintain a professional attitude and appearance during all tutoring sessions. They should be punctual and well-prepared for each lesson.

   2.2. **Respectful Communication:** Tutors should communicate respectfully and patiently with their tutees, addressing questions and concerns with understanding and kindness

   2.3. **Personal Boundaries:** Tutors should maintain a professional relationship with their tutees, avoiding inappropriate personal interaction, including contact through social media or text messaging, without parental consent.

   2.4. **Effective Teaching:** Tutors should tailor their teaching methods to meet the individual needs of each student, promoting an inclusive and nurturing learning environment

   2.5. **Honesty and Integrity:** Tutors should never provide false information or assist in cheating, plagiarism, or unethical practices.

   2.6. **Feedback and Progress Updates:** Tutors should regularly provide constructive feedback and updates to parents on their tutee's progress and areas for improvement.

   2.7. **Safety**: Tutors should ensure the safety and well-being of tutees during sessions, whether in-person or online, and take necessary precautions, such as having an appropriate adult present when needed.

   2.8. **Diversity**: Tutors should ensure they are also respectful of diversity and other cultures.

3. Expected Behaviour from Tutees (Students):

   3.1. **Respectful Behaviour:** Tutees should treat tutors with respect, follow their instructions, and actively participate in learning activities.

   3.2. **Attentiveness and Engagement:** Tutees are expected to be attentive and engaged in the learning process, asking questions and seeking help when needed.

   3.3. **Preparation:** Tutees should attend tutoring sessions well-prepared with the necessary materials and assignments.

   3.4. **Honesty:** Tutees should be honest about their understanding and seek help if they struggle with concepts or topics.

3.5. **Responsible Use of Technology:** If online tutoring is utilised, tutees should use technology responsibly and adhere to any online etiquette guidelines provided.

3.6. **Safe Learning Environment:** Tutees should help maintain a safe and welcoming learning environment by respecting any guidelines and rules set by the tutoring company.

4. Expected Behaviour from Parents/guardians:

4.1. **Communication:** Parents should maintain open and respectful communication with the tutoring company and the tutor, sharing any concerns or expectations they may have.

4.2. **Support:** Parents are encouraged to support their child's learning by providing necessary materials, ensuring a quiet and suitable space for learning, and actively engaging in their child's educational journey.

4.3. **Payment and Policies:** Parents should adhere to payment schedules and policies established by the tuition company.

4.4. **Respect for Tutors:** Parents should show respect and appreciation for the tutor's expertise and teaching methods, allowing them to work effectively.

4.5. **Privacy and Boundaries:** Parents should respect tutors' privacy and professional boundaries and should not contact tutors directly without prior arrangements.

4.6. **Feedback and Progress Monitoring:** Parents are encouraged to discuss their child's progress with the tutor and actively engage in monitoring their child's development.

4.7. **Safe Learning Environment:** Parents/guardians will ensure that the home environment (in-person lessons) is safe and free from hazards. Parents/guardians will ensure to show the Tutor out after the lesson (and not the tutee).

5. Approach to Low-level Behaviour:

5.1. We aim to foster a nurturing environment whereby students feel safe and secure to learn. We recognise that challenging behaviour is often a reaction to a trigger, and therefore, we prioritise approaching our students with kindness and understanding rather than punishment.

5.2. Examples of low-level behaviours include, but are not limited to:

5.3. Arriving late to the session

5.4. Not engaging with the Tutor, refusing to provide answers.

5.5. Talking back (not aggressively but more 'rude').

5.6. Refusing to complete work.

5.7. Chatting to other students/distracting.

5.8. An example of a restorative approach in action:

    5.8.1.   The student arrives late and is irritable to their online lesson due to a heated disagreement with their parent/guardian. The student may appear unhappy and unwilling to participate. Rather than focusing on the lateness/attitude, we greet the student in a welcoming manner and provide a safe space to discuss their feelings.

6. Behaviour Warning System

6.1. Tutors will adopt a behaviour system that best suits the student they are working with. Factors such as age, interests and additional needs may impact the strategies used; e.g., a 6-year-old interested in football may earn football stickers for excellent work during his lesson.

6.2. As a general principle, we operate a warning system to help students recognise their behaviours and the opportunity to remedy their behaviours. The general principle is as follows:

6.3. Warning 1 – The Tutor acknowledges the behaviour, and the student is asked to stop/change/discuss how they can remedy their behaviour.

6.4. Warning 2 – If the student continues to display the same and/or new disruptive behaviour, the student is given another warning to change the disruptive behaviour, followed by explaining a consequence if the disruptive behaviour does not cease. This could include the student not achieving a sticker or a discussion with parents at the end of the session,

6.5. Warning 3 – If the behaviour continues, the Tutor will follow through with the consequence.

7. Approach to high-level Behaviour

7.1. While we prioritise a restorative approach, there are occasions where behaviour is unacceptable or unsafe. An example of high-level behaviour includes:

7.2. Being physically aggressive to a Tutor and/or other students.

7.3. Verbal aggression towards Tutor and/or other students.

7.4. Threatening behaviour towards the Tutor and/or other students.

7.5. Swearing at a Tutor and/or other students.

7.6. Suspected/Confirmed substance use.

7.7. In cases where these behaviours or similar are displayed, it may be required to suspend tuition until a resolution can be agreed upon to support the student.

8. Reporting of Incidents and Concerns

   8.1. All low-level behaviours are logged on the lesson reports.

   8.2. All behaviour incidents are discussed with Praema Stelling, and an agreed action plan is decided. This is logged using the Individual Behavioural Log (see appendix A) and stored on the student's file within Tutorcruncher.

   8.3. Should the Tutor feel the behaviour needs further investigation, it is referred to the DSL, who would decide on the appropriate investigation steps. If a Safeguarding issue is raised, this would be directed to the DSL (Praema Stelling), and the Safeguarding and Child Protection Policy would be followed.

Appendix A

Individual Behavioral Log

TUTOR**TRAIN**

Student Name: **Assigned Tutor Name:**   **Report logged by:**

Date of incident	Who was involved?	Describe the incident What behaviours were displayed? Provide a context to the behaviour. What was said? What behaviour strategies were used?	What action was taken as a result of the incident	Next steps What action is to be taken?