# Behaviour Policy

Date of Approval: 01 September 2023
Signed: Joy Clarke
Position: Tutor centre manager
Last reviewed: July 2026
Next review: July 2027

## Introduction

Arise Christian Tutor Centre provides a service that engages children and young people in education where education in a school setting is either not possible or counter-productive to the young person. As such, we operate an individualised behaviour policy that clearly sets out the expectations, and appropriate restorative approaches should these expectations not be met. We believe this approach aligns to the bespoke nature of the provision that we offer and is the most productive to the setting.

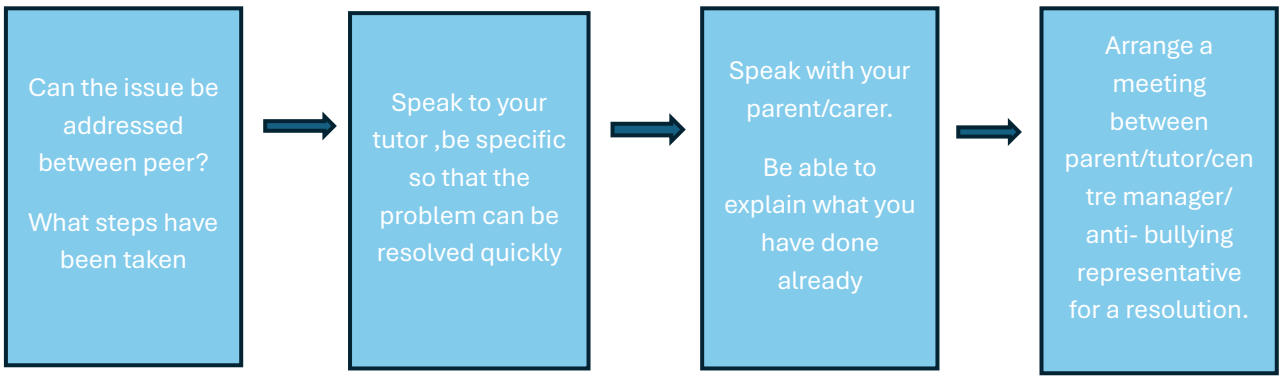
## Our expectations

We expect all young people to try, and in return we will respect their efforts. In our setting, we achieve success by:

- Valuing others by listening and respecting all centre attendees
- Encouraging high aspirations and a love of learning
- Creating a safe learning environment
- Showing tolerance, respect and fairness
- Providing rewarding learning experiences
- Recognising and celebrating all achievement
- Preparing for independence and future challenges

Good behaviour forms the basis of high quality education and is essential for effective learning. We, therefore, ensure that the children and young people that we work with feel secure, and know where they can seek support should they need it.

The diagram below highlights the steps students should take if they do not feel safe in the provision due to behaviour disruptions. We promote an attitude of accountability and responsibility. The young person should be able to demonstrate their proactive approach when dealing with any concerns.




As staff, we help provide this security and knowledge, and as parents and guardians we ask you to do the same. We have a collective responsibility to ensure that we maintain the high standards of the setting and the wellbeing of the young people we work with. We ask in return that you, as a young person of the centre, treat the people you interact with respectfully.

During the course of our lessons, where the use of technology is required for educational purposes, we expect devices to be used maturely and safely. It is the responsibility of all staff to reinforce this message. This is to ensure that the young person is not at risk from external influences.

All members of staff take responsibility for the behaviour and safety of students, and the management team are kept informed through individual tracking and communication with tutors. We endeavour to offer a holistic service which takes into account all of the needs of the individual, including their behaviour, which is why all behaviour support is applied on an individual basis.

**Supporting our Students**

Often children can struggle to make sense of the complex and often incoherent information in the world around them. Adults help to organise children's experiences, develop their capacity to reflect and support them to make sense of what can be difficult and confusing. This confusion and lack of understanding is often where negative behaviours can develop.

**The Involvement of Parents and Carers**

The involvement of carers/parents is, of course, a key ingredient to successful outcomes for our young people.
At Arise Christian Tutor Centre we will:

● Promote and encourage home-school contact arrangements including regular communication to exchange information
● Build relationships between centre and home to encourage positive communication skills.
● Positive news and achievements as well as behavioural and academic issues and successes will be discussed with the parents/carers as and when necessary.
● Carers/parents of pupils causing particular concern will be contacted at the earliest appropriate stage to discuss strategies and support for the individual pupil. This will vary from child to child.

We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.

We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours. We keep in mind that we are the adults and the children/young people are still growing, learning and developing. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

We will engage in establishing non-negotiable and negotiable rules at the start of the academic year and re-visit these regularly and at termly. These rules will focus on the values, rights and responsibilities of the tutor centre when establishing boundaries in conversation with children and young people.

We will support and build the awareness of the students that their actions impact on others and that they have a responsibility to safeguard others' rights. We will always seek both resolution and learning when dealing with incidents. We will always consider and reflect on how our actions and words help and give children and young people time and space to resolve the situation.