SET's Behaviour Policy
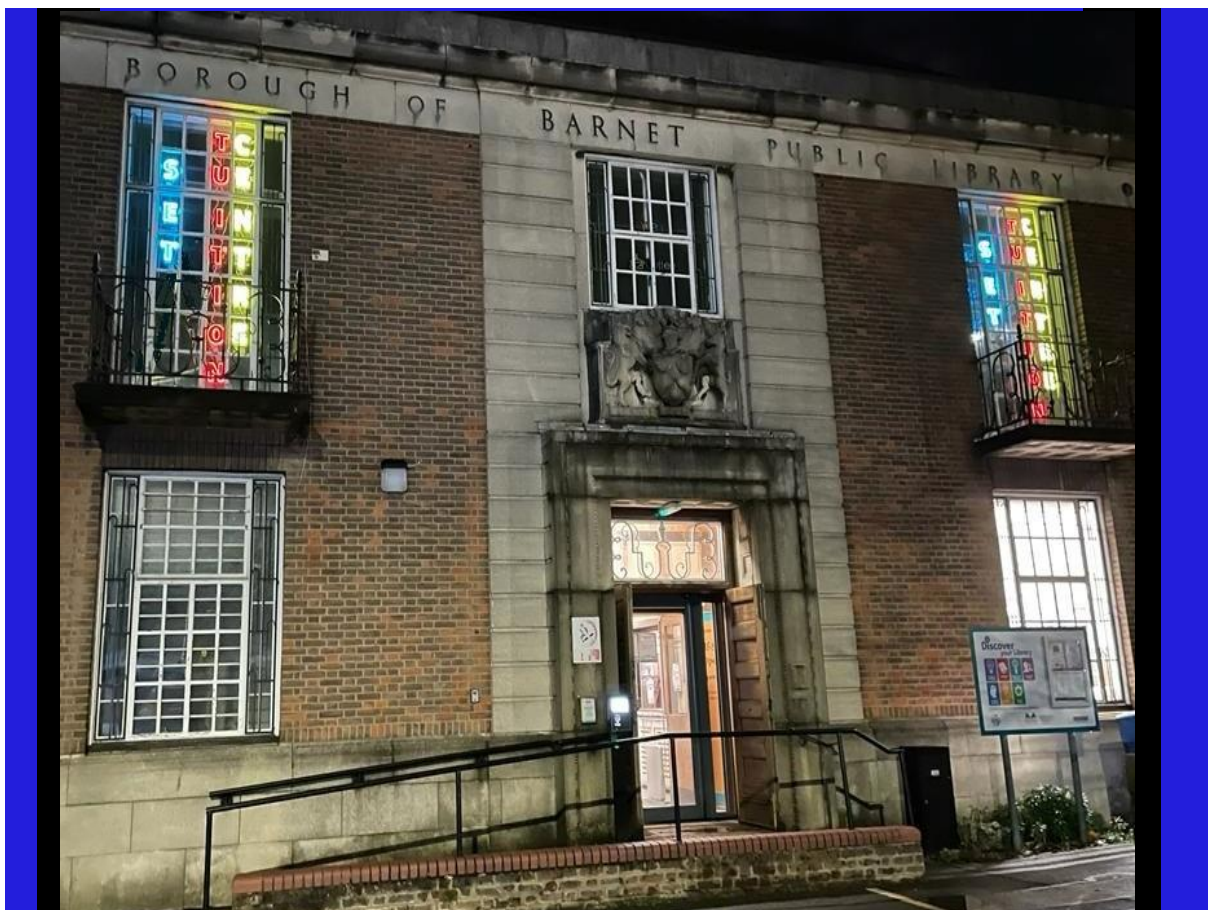
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SET's Behaviour Policy

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SET Tuition Centre

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Acronyms and abbreviations

SET   SET Tuition Centre

Tables

Table 1 Important contacts for safeguarding Children

1.   Introduction

This policy sets out to ensure that there is a widely known and understood set of expectations of students, which is uniformly applied throughout SET Tuition Centres and is recognized by student, tutors, parents and all other employees and helpers.

The student must experience an unvarying acceptance of what behaviour is acceptable in order to ensure the safety of all within the SET's Family. This policy also acts as a guide to support staff in ensuring a consistent approach is achieved by all staff.

This policy has been developed to work in conjunction with the following documents: SET's Anti Bullying and Harassment policy.

The practical application of this policy will be reviewed annually or when the need arises.

Named person: Seyed Tajallifar (Manager)

2.   Aims

This Policy provides a framework for the creation of a positive, secure and orderly environment in which student can learn and develop as caring and responsible people. Its aims:

- To promote a safe, caring, healthy and happy learning environment
- Encourage and praise greater effort in both work and behaviour
- To enable tutors to teach and student to learn effectively, through promoting self-esteem and mutual respect for members of the SET's Family
- To encourage increasing independence and responsibility as the student grows in maturity
- To prevent cases of bullying, and ensure any cases are handled by staff in a fair, consistent and agreed manner. Please refer to SET's Anti Bullying and Harassment Policy.
- To ensure that parents are informed and are aware of the disciplinary procedures
- To promote self-discipline

3.   Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE guidelines

4.   SET's Family Responsibilities

All members of SET's Family which includes teaching and non-teaching staff, parents and students will be responsible for:

- Providing a well-ordered environment in which all are fully aware of behavioural expectations
- Treating all students as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to SET
- Offering equal opportunities in all aspects and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work,
- Rejecting all bullying or harassment in any form
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking pride in, the physical environment of the centres
- Working as a team, supporting and encouraging each other.

5. SET's Values and Rules

SET values:

- We do things right.
- We are passionate about making a difference.
- We are inclusive and supportive.
- We are quality-focused.
- We are ambitious.
- We believe diversity drives innovation.
- We learn.

SET rules:

- We are gentle
- We are kind and helpful
- We listen to other people
- We are honest
- We work hard

# 6.	Managing behaviour

Soon after starting, the student should understand the expectations of the centre. Their parents should have a similar understanding of this by going through SET policies and a meeting with Centre Manager.

This understanding of appropriate behaviour entails:

At the Centre:

- Talk quietly in the reception hall
- Do not disturb the library members
- Try to keep the tables clean and tidy
- Walk around the centre or different classes quietly

Classroom:

- Giving priority to the teacher for talking when required
- Not interrupting the teacher or other student
- Remaining silent when requested
- Behaving appropriately to adults and other students
- Moving around the classroom and the centre quietly and sensibly
- Taking responsibility for their own actions
- Taking increasing responsibility for their own possessions
- Knowing what can and cannot be brought into the centre

Non classroom behaviour:

The same expectations of behaviour should be applied across the Centre, regardless of where the child is e.g. in the Library communal area, the main toilet downstairs s etc.

Other reasons when it may be appropriate for the Centre Manager to intervene include when pupil actions:

- Could have repercussions for the orderly running of the Centre
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of SET

6.1   SET's Traffic Light System

SET operates a traffic light system of recording and managing poor behaviour choices in the classroom as per below – refer to Table 1:

Yellow – Low Level	Amber – Medium Level	Red – High Level
Poor punctuality	Bullying	Leaving Centre premises
Rudeness	Persistent disruption	Use of a weapon
Swearing	Swearing at adults	Persistent bullying
No Homework	Cruelty/Spite	Racist behaviour/ comments
Disruption	Walking away from an adult	Theft
Task refusal	Leaving class without permission	Vandalism
Rough play	Aggression	Harming an adult
Teasing	Fighting	Inappropriate sexual behaviour

Table 2 SET's Traffic Light System

Should student make a poor choice with respect to their behaviour a verbal warning will be given. Should the behaviour choice be continued, then the following procedures will be followed:

- For a yellow level behaviour, it would be normal for this to be resolved within the classroom by the class teacher or the assistant. The resolution may include a verbal or copied apology or additional time to complete a task.

- For an orange level behaviour it would be appropriate for the class teacher to initiate the resolution within the classroom but may also want to inform or have the assistance of an additional member of staff. For other issues, the resolution may be successful with a verbal apology or may require a short amount of "time recovery" for the pupil to complete a task, write out an apology letter or undertake a task directly connected with the behaviour e.g. tidying up an area in the classroom which has been left untidy. Copy of the report sent to parents.

- For a red level behaviour, the most serious, it is essential that the SET's Management Team are involved at the earliest opportunity. This is to ensure that any additional information is brought to the resolution of the issue. It would also be appropriate at this point for parents to be contacted. This is the only level that requires the intervention of the SET's Management Team. Consideration for exclusion should be entirely at the Centre Manager's discretion and should never be considered automatic.

6.2　　De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Referring to the SET's Traffic Light System and following the appropriate strategies
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work."

6.3　　Physical intervention

In relevant emergency situations it may be necessary for staff to apply 'Positive handling' strategies.

'All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom.' (Department for Education: Use of Reasonable Force. July 2011)

Physical restraint will only be used as a last resort and to prevent pupils from committing an offence, injuring themselves or others. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

6.4　　Liaison with parents

Parents will be kept informed about their child's behaviour. If this has to be monitored on a regular basis, an individual lesson update report will be issued to parents – subject to the approval of the Centre Manager. This gives the parents a clear view of the support given for their child.

6.5　　Exclusion

Exclusion will be considered appropriate where the Health and Safety of staff and/or pupils is seriously compromised. 'The Centre Manager decides whether to exclude a pupil, for a fixed term or permanently, considering all the circumstances, the evidence available and the need to balance the interests of all parties involved' (Ensuring Good Behaviour in Schools, April 2011)

In the event of the Centre Manager's absence, a member from the SET's Management Team will assume responsibility for the decision to exclude.