

South West Learning – Behaviour Policy for Students

Policy Review

This policy will be reviewed annually, or sooner if statutory updates require, by the Directors and DSL.

Date Approved: September 2025

Date for Review: September 2026

Introduction and Purpose

South West Learning (SWL) provides bespoke educational programmes and private tuition for learners aged 11–16, many of whom may have experienced barriers to learning, disengagement, or social, emotional, and mental health (SEMH) needs.

This policy outlines SWL's commitment to creating a safe, respectful, and supportive learning environment where all learners can thrive. It is based on the principle that positive relationships and proactive behaviour management are essential to effective teaching, learning, and wellbeing.

All staff, tutors, and contractors are expected to uphold this policy consistently and model positive behaviour at all times.

Aims

South West Learning aims to:

- Promote positive relationships based on respect, empathy, and fairness.
- Encourage self-regulation, resilience, and personal responsibility in learners.
- Celebrate positive behaviour, achievement, and effort.
- Reduce the need for reactive or punitive measures through early intervention.
- Support learners to make positive choices and learn from mistakes.
- Maintain a safe environment that enables everyone to learn and work effectively.

Core Principles

SWL's approach to behaviour is underpinned by the following principles:

1. Positive Reinforcement: Good behaviour is encouraged and rewarded.
2. Consistency: All staff apply clear, fair expectations.
3. Respect: Every learner is treated with dignity, regardless of background or behaviour.
4. Restorative Practice: When things go wrong, learners are supported to repair relationships and reflect on their choices.
5. Safeguarding: All behaviour interventions prioritise safety and emotional wellbeing.

6. Trauma-Informed Practice: Staff recognise that challenging behaviour often communicates unmet needs.

Roles and Responsibilities

Directors and Designated Leads

- Oversee implementation and review of this policy.
- Ensure staff are trained in positive behaviour management and safeguarding.
- Monitor incidents and review patterns or concerns.

Tutors and Education Staff

- Model calm, respectful, and professional behaviour.
- Set clear boundaries and expectations from the outset.
- Use positive reinforcement and restorative language.
- Record and report behaviour incidents in line with SWL procedures.
- Work collaboratively with parents/carers, schools, and other professionals.

Learners

- Treat others with respect and kindness.
- Take responsibility for their words, actions, and learning.
- Follow agreed expectations during sessions.
- Engage in restorative conversations when conflicts arise.

Parents/Carers

- Support SWL's behaviour expectations.
- Communicate any changes or challenges affecting their child's wellbeing.
- Participate in discussions and plans to support positive behaviour.

Promoting Positive Behaviour

SWL promotes positive behaviour through:

- Clear Expectations: Tutors explain boundaries at the start of each session.
- Positive Relationships: Building trust through respect and empathy.
- Praise and Recognition: Acknowledging effort, perseverance, and improvement.
- Learner Voice: Encouraging learners to share opinions and take ownership of their goals.
- Consistent Routines: Providing structure and predictability to reduce anxiety.
- Engaging Lessons: Differentiated learning that motivates and supports success.

Examples of positive reinforcement may include:

- Verbal praise and encouragement.
- Certificates or recognition awards.
- Positive phone calls or messages home.
- Celebrating learner milestones and personal growth.

Managing Challenging Behaviour

SWL understands that some learners may display behaviours that challenge due to frustration, anxiety, trauma, or unmet needs.

Staff will always respond calmly, professionally, and proportionately, focusing on de-escalation and support, not punishment.

De-escalation Strategies

- Use calm, neutral tone and body language.
- Offer choices and space to self-regulate.
- Redirect focus to learning or strengths.
- Use humour or empathy appropriately.
- Avoid confrontation or power struggles.

Restorative Conversations

Following an incident, staff will hold a restorative discussion to help the learner reflect and repair relationships.

Key questions may include:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected and how?
- What can be done to make things right?
- What will you do differently next time?

Recording and Reporting

All incidents must be recorded on SWL's Behaviour Log or Incident Report Form and shared with the Designated Safeguarding Lead (DSL) where appropriate.

Serious incidents or safeguarding concerns must be reported immediately in line with the SWL Safeguarding and Child Protection Policy.

Consequences and Supportive Interventions

SWL uses a restorative and graduated response rather than punitive sanctions. Consequences will always aim to help learners understand, reflect, and improve.

Examples include:

- Verbal reminder and discussion of expectations.
- Short reflective task or restorative meeting.
- Temporary break or change of environment to de-escalate.
- Review meeting with parents/carers.
- Individual support plan or behaviour contract (if repeated concerns).

In cases of persistent or high-risk behaviour, the Director/DSL may convene a multi-agency meeting (including parents, schools, and other professionals) to agree next steps and provide additional support.

Safeguarding and Welfare

Some behaviours may indicate underlying safeguarding concerns, such as abuse, neglect, exploitation, or mental health issues.

Staff must always consider behaviour in context and refer concerns to the DSL or Deputy DSL immediately, in line with KCSIE (2025) and the SWL Safeguarding and Child Protection Policy.

Physical restraint should only ever be used as a last resort and only by trained staff to prevent immediate harm. Any such incident must be reported, recorded, and reviewed.

Supporting Staff

SWL recognises that managing behaviour can be emotionally demanding.

The organisation will:

- Provide ongoing training in positive and restorative behaviour management.
- Encourage peer support and reflective supervision.
- Review incidents to identify learning and celebrate positive outcomes.

Monitoring and Review

- South West Learning conducts risk assessments for all placements.
- Tutors must report any concerns, incidents, or risks promptly.
- This policy will be reviewed annually, or sooner if legislation or practice changes.

Communicating this Policy

This policy will be:

- Shared with all staff, tutors, and contractors during induction.

- Available on request to clients, schools, and parents.
- Reviewed annually and updated where legislation or guidance changes.

Contact Details:

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