

# Coast Tuition – Behaviour Policy

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## 1.0 Statement of Intent

At Coast Tuition we promote a safe, calm, orderly and positive learning environment which enables those we work with the greatest opportunity to learn and achieve positive outcomes.

We work with learners who all have differing needs to provide a consistent and supportive approach to improving their behaviour or their attendance at school.

We will achieve this in part by:

1. creating a positive and respectful culture in which staff know and care about learners;
2. ensuring every learner has the right to feel safe, valued and respected, and learn free from the disruption of others. In which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur;
3. ensuring equality and fair treatment for all;
4. promoting self-esteem, self discipline, proper regard for authority and positive relationships based on mutual respect;
5. having high expectations that individualised support is likely to lead to demonstratable improvements in attendance and behaviour;
6. assessing, prioritising and addressing individualised needs; setting appropriate measures with each learner to ensure positive behaviour and attitudes and clearly defined consequences which are applied consistently and fairly by all staff;
7. praising and rewarding positive and acceptable behaviour;
8. encouraging all learners to take responsibility for their own actions both in and out of school and to consider the impact these actions may have on others;
9. promoting engagement in learning through the curriculum and educational experiences of each learner . Where appropriate, alternative learning activities may be provided to maximise that engagement, thereby ensuring appropriate behaviour;
10. the setting of clear routines and expectations for the behaviour of learners across all aspects of school life, not just in the classroom;
11. developing positive relationships with parents/ carers where families are involved in behaviour incidents to foster good relationships between the school and learners' home life;
12. a strong focus on attendance and punctuality so that disruption is minimised;

## 2.0 Definitions

### **Low level unacceptable behaviour**

For the purpose of this policy, 'low level unacceptable behaviour' is any behaviour which may disrupt the education of the perpetrator and/or other learners, including, but not limited to:

- Lateness
- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Refusing to complete homework, incomplete homework or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

'Low level unacceptable behaviour' may be escalated to 'serious unacceptable behaviour' depending on the severity of the behaviour.

### **Serious Unacceptable Behaviour**

For the purposes of this policy, 'serious unacceptable behaviour' is defined as any behaviour which may cause harm to oneself or others, damage the reputation of the school/academy within the wider community, and/or any illegal behaviour. This includes but is not limited to:

Serious misbehaviour is defined as:

- Discrimination - not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct, offensive behaviours of a sexual nature, or which affects the dignity of the individual or group of individuals such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Bullying - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- Cyber bullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Repeated breaches of the Behaviour Policy.

- Vandalism.
- Theft.
- Fighting and aggression.
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions.
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of learners
- Any behaviour that requires the immediate attention of a staff member
- Verbal abuse, including swearing, racist remarks and threatening language
- Possession of any prohibited or banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner).

### **3.0 Parent/ carer partnership**

Parents will be informed of Coast Tuition expectations before learners attend and will receive a copy of Coast Tuition’s behaviour policy. All parents and learners will be asked to sign a home school agreement at an initial meeting.

### **4.0 Proactive Behaviour Management**

Behaviour management at Coast Tuition should be addressed proactively not reactively, prevention is better than cure. Discussions about difficult behaviour should, where possible, focus on questions such as

- ‘how can we ensure it does not arise?’
- ‘can we understand what is causing this child to behave in this way?’

rather than rushing to discover ‘what we can do when this behaviour occurs?’

### **5.0 Learner Support**

Coast Tuition recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the learners.

Coast Tuition’s Special Educational Needs Coordinator will evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist

teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

## 6.0 The role of rules

It is important that we provide clear behavioural boundaries and guidelines within which our learners operate. We also know it is equally important to remember to remain flexible. Over rigid application of a 'rule' to some children may create more challenging behaviours than it was designed to avoid. Other learners may need an explanation about flexible rules- that everyone is different, and at times, has different needs. All staff must take a flexible approach determined by the individual needs of learners. This should be communicated effectively through whole staff meetings to ensure consistency of approach.

The rules include statements that encourage learners to adopt a range of positive attitudes and behaviours, as well as promoting learners' safety at Coast Tuition. Our Rules are displayed prominently in the learning rooms. They are evaluated and updated regularly, with input from learner feedback.

The school rule is **Take Care**

At Coast Tuition

- we respect others
- we are kind in our behaviour and language
- we do our best
- we listen carefully
- we are on time
- we dress appropriately

If these rules are broken, then the incident should be reported to the class tutor to see how the learner can be supported to meet expectations.

## 7.0 How does Coast Tuition deal with inappropriate behaviour?

Issues such as self-esteem, caring for others, right and wrong, self-control, respect for ourselves and others are addressed and embedded throughout the curriculum to ensure the development of a positive ethos throughout Coast Tuition.

**Level 1:** Staff will respond in a caring, supportive and fair manner, having regard to the age of the child. Each incident is treated individually. Staff will always aim to find out what led to the incident. Many of the adverse behaviours, or breaking of the rules can be dealt with quickly and effectively by an on the spot reprimand by the member of staff present. Very often, when the behaviour has been produced either for effect or attention, the reprimand is sufficient to stop the behaviour. There may be a need for the learner to be removed from the situation and taken to a quiet spot where the incident can be investigated further. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

**Level 2:** There will be instances where a simple reprimand is not effective and the behaviour persists. The tutor/member of staff involved will consult with the Coast Tuition Directors and Secondary School Contact, or in their absence or for serious incidents, incidents will be referred to the Inclusion Manager/ Head teacher/ Assistant Head teacher where appropriate or available.

Persistent adverse behaviour or serious incidents are always recorded by a staff member on the Behaviour Log/on an Incident Form electronically linked to the Coast Tuition secure area. Learners are made aware of shared information. Learners presenting challenging behaviour on a regular basis will have a detailed Hierarchy of Need and a Behaviour Plan. These will be shared at Staff Meetings and Briefings. The Behaviour Plan will include the involvement of parents/carers, with parents/ carers invited to work with/be supported by Coast Tuition in implementing interventions to promote positive behaviour. All staff who work with the children are notified when the plan is updated. The Coast Tuition Directors ensure that this is done. All staff have responsibility to implement the Hierarchy of Need and Behaviour Plan for individual learners. Behaviour Plans are kept in the Behaviour Plan File kept by the Coast Tuition Directors and shared on the Coast Tuition secure area. These are live documents, updated regularly.

Sanctions can take various forms, such as moving in class to sit alone, writing a letter of apology, loss of a responsibility and interview with a Coast Tuition Director. These are rarely needed.

Inappropriate language or physical abuse used knowingly towards staff or visitors may result in parents/carers being called into the setting for a meeting to include the child. All learners at Coast Tuition are individuals and rewards and sanctions will be applied on an individual basis.

**Level 3:** Major breaches of discipline are physical assault, deliberate damage to property, stealing, verbal abuse, and disruptive behaviour in class. On occasions, learners may have reflective time at home as a 'cooling down' period, and an interview with a Coast Director prior to returning to the Unit. In extreme cases, there may be a fixed term exclusion, documented and implemented in line with current legal requirements, and the involvement of the Governing Body of the educational establishment that the learner attends.

These types of behaviour are extremely rare at Coast Tuition. They are recorded on the Behaviour Log/ on an Incident Form which is electronically linked to individual learners' files.

## 8.0 The use of Restrictive Physical Intervention

Staff are appropriately trained in de-escalation techniques that physical intervention will not be used.

## 9.0 Ethos at Classroom level

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

### Organisation

- Grouping - where possible avoid combinations of learners that can be troublesome
- Timetabling- different activities demand different standards of behaviour and self – control. Some learners may need a period of time to calm down after an exciting, physical

or active session. Whilst staff may want learners to engage with a task they find challenging, this needs to be planned for, with careful consideration given to how long a learner should be exposed to an activity known to cause frustration or emotional difficulty.

- Furniture and equipment- many difficult situations can be avoided if careful consideration is given to how the space is arranged.

## Teamwork

- It is important that all class/ teaching group teams work well in order to ensure that a consistent approach to behaviour is taken.
- Reward systems used for groups / individuals should be commonly understood and consistently applied.
- Staff need to feel supported by colleagues at all levels and be able to voice their feelings and suggestions without fear of recrimination or ridicule and should feel confident that their views will be taken seriously by the team. This includes discussing incidents of behaviour in a positive, solution focussed manner. Behaviour management is a learning process, and all staff should support each other in striving for best practice. This will reduce tension and promote consistency and good relationships between staff.
- The relationships between staff/staff and staff/learners are of paramount importance; the learners will learn civility, respect for others, sympathy, consideration much more easily if they are given continual good examples and role models.

## Curriculum

- The differentiation of content and style of delivery to individual learners can, if used sensitively, minimise feelings of failure, frustration and boredom, all of which can lead to behaviour problems.
- The experience of success and the joy of learning new skills within an environment that is nurturing will reduce the fear of judgement and failure and enhance self-esteem.

Effective classroom practice is key to creating a positive environment. As part of creating a positive ethos, the teacher will

- Greet learners
- Make sure content is appropriate, planning is effective, including for the use of support staff
- use visual, auditory and kinaesthetic approaches
- Direct them to a seat if necessary
- Have a positive/clean/prepared (for work) environment
- Establish expectations
- Ensure learners understand that they have a choice
- Use lots of praise (more than reprimand)
- Having a plan for dealing with low-level disruption
- Look for signs of things going wrong- de-escalate, use the expertise of the support staff
- Re-emphasise classroom rules (displayed)
- Ensure learners get more attention for positive behaviour than unacceptable behaviour.
- Concluding the day positively and starting the next day afresh
- Each lesson is a fresh start
-

**Staff will:**

- Create and maintain a stimulating environment that encourages learners to be engaged.
- Display the learner code of conduct within the classroom
- Develop a positive relationship with learners, which may include:
  - Greeting learners at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting positive behaviour
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement.

**Be prepared to:**

- Stop a lesson if necessary
- Practice what is required (movement, quiet, chairs away)
- Use sanctions and rewards
- Review with individuals/ class group
  - Expectations at regular intervals (beginning of session/half term/term)
  - Explore concept of lost learning time
  - Use Tutor time to review group issues
- Discuss sanctions – consequences
- Discuss support mechanisms – e.g., role of Directors and when to access.

## 10.0 Creating a positive ethos at an individual level

- The importance of the place of every member of staff in creating an environment that reduces the likelihood of challenging behaviour cannot be overemphasised.
- All staff have a duty to show learners that they are liked, respected and welcome.
- Staff should set challenging but realistic expectations of behaviour.
- They should demonstrate by their own example appropriate ways of expressing their emotions. A calm, consistent approach and a sense of humour are important qualities that help to reduce tension and promote a sense of confidence and security in learners.
- Learners with ASC may present behaviours that require an individual response, which acknowledges their inability to cope with change and their difficulties in understanding and responding to sanctions and rewards.

## 11.0 Whole organisational level

As a whole organisation we will consider/ review:

- Appropriateness of curriculum content/ models
- Role of the environment on behaviour –within classes, whole school – standard of displays/ tidiness engendering calmness and pride
- Effect of staffing and staffing structure on behaviour
- Consistency using Reward/Sanctions strategies

## 12.0 The role of rewards and celebration

A child is less likely to display challenging behaviour if her/ his self-esteem is high, and if their achievements are recognised and celebrated. The following outlines our system of praise and reward for all children:

## **Coast Tuition has certificates given within sessions.**

The certificates are given for academic and non-academic achievements, e.g., for effort and for being caring, and for all aspects of good work and behaviour.

Learners can display their certificates within the Unit and can take them home. Most learners respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

A Commendation from a Director may be given to students for any high achievement in any area of Coast Tuition life.

## **Appendix 2: Rewards**

The following are examples of the range of positive approaches used at Coast Tuition:

- Verbal praise
- Applause
- Peer recognition
- Stickers
- Merit Awards/ certificates
- Hospitality Responsibilities
- Letters/cards home - formal letters and postcards
- Learner of the month
- Learner of the Year
- 'Always Award' for learners who always work and behave well

## **Appendix 3: Responding to Incidents**

Minor incidents are dealt with by staff involved and should be report to their immediate line manager, e.g., TA to class teacher/ teacher on duty.

All incidents of violence to staff, including verbal abuse must be recorded on the appropriate Violence to Staff form and reported to the Directors and Deputy Head Teacher from the relevant school/organisation from which the learner is enrolled. They are then recorded and reported to the LA.

All incidents between learners which involve injury must be reported to the Directors, Deputy Head Teacher and recorded on the appropriate form.

If in doubt, staff should always inform the Directors.

### **Actions**

- Summary of Recording Documents for Incidents:
- Incident Recorded in General Behaviour Log Incident Form in secure area
- Behaviour covered as part of the Behaviour Plan
- Inclusion Manager (From the learner's educational establishment) informed and involved
- Behaviour Lead informed and involved
- Serious Incident Form in secure area

