

Winchmore Tutors provides a high-quality service for children, young people and their families. We recognise that behaviour is a form of communication and that all behaviour serves a purpose for the individual displaying it. Understanding behaviour within the context of a young person's experiences, needs and circumstances is fundamental to our practice.

We are committed to creating safe, inclusive and nurturing learning environments where all children and young people feel valued, respected and supported to achieve their potential. We aim to empower learners by promoting positive relationships, high expectations and meaningful opportunities for success.

Many of the children and young people we support may have experienced adversity, trauma, disrupted education, attachment difficulties, loss or other significant life events that can impact their emotional wellbeing, behaviour and engagement with learning. Our approach recognises these experiences and seeks to provide consistent, compassionate and effective support.

Safeguarding Commitment

Winchmore Tutors is committed to safeguarding and promoting the welfare of all children and young people.

Safeguarding is everyone's responsibility. All staff, tutors and associates have a duty to:

- Promote the safety, welfare and wellbeing of children and young people.
- Remain vigilant to concerns that may indicate abuse, neglect, exploitation or other safeguarding risks.
- Take appropriate action in accordance with safeguarding procedures.
- Work collaboratively with parents, carers, schools, local authorities and other professionals to keep children safe.
- Ensure that the child's welfare remains central to all decisions.

We recognise that changes in behaviour may sometimes be indicators of underlying safeguarding concerns, unmet needs, emotional distress or trauma. Any concerns arising from behavioural incidents will be considered within the context of the organisation's safeguarding procedures.

Designated Safeguarding Lead (DSL)

Winchmore Tutors has a Designated Safeguarding Lead (DSL) who takes lead responsibility for safeguarding and child protection across the organisation.

Designated Safeguarding Lead

Name: Craig Varney

Deputy Designated Safeguarding Lead

Name: Dan Stagg

The Winchmore Tutor's Child Protection Number is : 01372 940 808

The DSL is the lead officer responsible for Child Protection within Winchmore Tutors. This includes:

- Reporting all allegations made against staff or tutors to the Local Authority Designated Officer (LADO)
- Referring all cases of suspected abuse to the relevant local authority or school child protection officer
- Briefing the board of any relevant child protection issues that arise
- Managing child protection related information. Ensure child protection files are stored appropriately and respond to requests for information sharing from the local authority or other agencies

- Providing support, advice and expertise to staff and tutors on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Ensuring continuous development and annual review of child protection policies and procedures
- Ensuring all staff and tutors receive adequate training and support relating to child policy and procedures so that policies are known and used appropriately
- Undergoing appropriate child protection training at least every two years
- Ensuring the DSL contact number is covered during prescribed hours, either personally or by a named deputy who is appropriately trained or resourced to carry out all described duties.
- Use NSPCC Guidance “When to call the Police” to help understand when they should consider calling the police and what to expect when they do

The DSL has the status and authority within the organisation to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

Trauma-Informed Practice

Winchmore Tutors is committed to delivering services through a trauma-informed approach.

We recognise that trauma can significantly affect a child's ability to regulate emotions, build relationships, engage with learning and respond to challenges.

Our trauma-informed approach is based upon the following principles:

- Safety.
- Trust and consistency.
- Collaboration.
- Empowerment.
- Compassion.
- Respect for individual experiences.

In practice, this means that staff will:

- View behaviour as communication.
- Seek to understand what may be driving behaviour before responding.
- Prioritise emotional and psychological safety.
- Build trusting and respectful relationships.
- Use curiosity rather than judgement.
- Support emotional regulation before expecting reflection and learning.
- Avoid approaches that shame, stigmatise or re-traumatise children and young people.
- Work alongside families and professionals to promote positive outcomes.

Legislative and Statutory Framework

Winchmore Tutors operates within the framework of current legislation and statutory guidance relating to safeguarding, inclusion, equality, behaviour and special educational needs.

- This policy should be read alongside:
- Keeping Children Safe in Education (KCSIE)
- Alternative Provision Statutory Guidance
- The Equality Act 2010

- The SEND Code of Practice: 0–25 Years

Purpose

The purpose of this policy is to provide a clear framework that supports positive behaviour, wellbeing and effective learning.

The policy aims to:

- Enhance positive relationships between students, tutors and parents/carers.
- Promote safeguarding and emotional wellbeing.
- Support a trauma-informed approach to behaviour.
- Raise self-esteem and achievement.
- Develop self-regulation and personal responsibility.
- Promote positive behaviour and respectful relationships.
- Manage behaviour in a calm, consistent and non-confrontational manner.
- Ensure fairness, transparency and consistency.
- Encourage early intervention and restorative approaches.
- Remove barriers to learning.
- Create safe, inclusive and supportive learning environments.

Student Entitlement

Students can expect:

- To be welcomed at every tuition session.
- To be treated fairly, respectfully and with dignity.
- To feel safe physically, emotionally and psychologically.
- To be listened to and supported.
- To have positive relationships with tutors.
- To be encouraged and challenged to achieve their best.
- Help with planning their future education, employment or training.

Expectations of Students

Students are expected to:

- Attend sessions punctually and ready to learn.
- Treat others with respect.
- Follow reasonable instructions.
- Use appropriate language.
- Respect learning environments and property.
- Take responsibility for their actions where possible.
- Engage positively with learning opportunities.
- Contribute to a safe environment for themselves and others.

Positive Behaviour and Relationships

Positive relationships are at the heart of effective learning.

We believe that children thrive when they experience:

- Predictability.
- Consistency.
- Respect.
- Positive encouragement.
- Genuine interest from trusted adults.
- Clear boundaries delivered with warmth and empathy.

Staff should seek to understand behaviour within the context of the child's experiences, strengths and needs. Behaviour should never be viewed in isolation but should be considered alongside developmental, emotional, social and environmental factors.

While inappropriate behaviour must be addressed, responses should focus on learning, restoration and support rather than punishment.

Staff Strategies

Separate the Behaviour from the Child

Staff will:

- Challenge inappropriate behaviour rather than criticise the child.
- Preserve dignity and self-worth.
- Focus discussions on choices and actions.
- Reinforce positive identity and strengths.

Build Trust and Rapport

Staff will:

- Develop positive and consistent relationships.
- Learn about each student's strengths, interests and aspirations.
- Create emotionally safe learning environments.
- Recognise the impact of trauma, adversity and attachment difficulties.
- Demonstrate empathy, patience and understanding.

Model Positive Behaviour

Staff will:

- Remain calm and professional.
- Use respectful communication.
- Demonstrate emotional regulation.
- Resolve conflict constructively.
- Use de-escalation strategies wherever possible.

Interventions

Tutors provide both academic and pastoral support.

Interventions may include:

- Emotional support.
- Restorative conversations.
- Goal-setting and reflection.
- Liaison with parents/carers.
- Partnership working with schools and local authorities.
- Adjustments to support learning and engagement.

Where behaviour indicates potential safeguarding concerns, staff will follow safeguarding procedures as outlined in our Safeguarding and Child Protection Policies and seek advice from the Designated Safeguarding Lead or other appropriate professionals.

Responding to Inappropriate Behaviour

Behaviour is considered inappropriate where it compromises safety, wellbeing, learning or respect for others.

Responses to behaviour will:

- Be proportionate.
- Consider individual needs and circumstances.
- Take account of safeguarding concerns.
- Consider SEND, disabilities and mental health needs.
- Be delivered calmly and consistently.
- Aim to restore relationships and support future success.

Where difficulties persist:

Step 1

Meeting with parent/carer to discuss concerns, identify underlying causes and agree support strategies.

Step 2

Referral to the Winchmore Tutors Management Team who will review the situation and liaise with the Local Authority where appropriate.

Safeguarding and Behaviour

Staff recognise that behaviour may indicate:

- Emotional distress.
- Mental health concerns.
- Trauma.
- Abuse or neglect.
- Child exploitation.
- Bullying.
- Online harms.
- Family difficulties.

- Unmet educational or developmental needs.

Any behavioural incident raising safeguarding concerns will be recorded and managed in accordance with the Safeguarding & Child Protection Policies.

Serious Incidents

The following behaviours may result in the temporary suspension of tuition, review of placement or additional safeguarding action:

- Verbal abuse.
- Physical aggression.
- Threatening behaviour.
- Significant property damage.
- Theft.
- Persistent defiance.
- Leaving a tuition site without permission.
- Bringing dangerous, inappropriate or illegal items to sessions.

In such circumstances parents/carers, Local Authorities and safeguarding professionals may be informed as appropriate.

Physical Intervention

The use of restrictive physical intervention is rare and will only be used when absolutely necessary to prevent injury or serious harm.

Any intervention must be:

- Lawful.
- Reasonable.
- Proportionate.
- Necessary.
- The minimum force required.

Following any physical intervention:

- The incident will be recorded.
- Parents/carers will be informed where appropriate.
- Safeguarding implications will be considered.
- Reflection and review will take place to identify underlying needs, triggers and preventative strategies.

Monitoring and Recording Behaviour

Behaviour monitoring is used to promote understanding and support positive outcomes.

Records should include:

- Positive achievements.
- Areas of concern.
- Triggers and contributing factors.
- Successful interventions.

- Safeguarding concerns.
- Patterns and trends over time.
- Agreed targets and next steps.

The purpose of monitoring is to improve support, strengthen relationships and enable young people to succeed.

Policy Statement

Winchmore Tutors believes that positive behaviour develops through strong relationships, emotional safety, high expectations and effective support. Our approach is underpinned by safeguarding principles, trauma-informed practice, the Equality Act 2010, the SEND Code of Practice, Keeping Children Safe in Education, and Alternative Provision Statutory Guidance. We are committed to creating inclusive environments in which every child and young person feels safe, respected, understood and able to achieve their full potential.

Pupil Categories

For avoidance of doubt, Winchmore Tutors use three numbers to categorise pupils – 3 being the most extreme.

If possible, carers/responsible adults will need to advise the category the young person falls into – a few examples are listed below (we appreciate this is not always possible)

Dependent on the category advised different strategies will be implemented i.e. Location of tuition/teacher ratio etc.

Examples of Categories

A1 Pupil

- Have established effective relationships with staff most of the time
- Can resolve problems using negotiation, discussion and compromise
- Can accept responsibility for their actions and move on
- Are involved in few disruptive incidents in tuition, rarely high-level
- Can resolve problems using negotiation, discussion and compromise
- Can accept responsibility for their actions and move on more often than not

A2 Pupil

- Rarely accept the authority of adults in the learning environment
- Are involved in frequent high-level disruption and a lot of low-level
- Deal with problems inappropriately (with confrontation, aggression or violence)
- Have shown some self-control
- Can discuss their behaviour, on occasion confrontational, aggressive or violent
- Do not accept responsibility for their behaviour nor acknowledge the effect it has on others.
- Have made progress to reduce the number of disruptive incidents they are involved in, but are still disruptive on occasion

A3 Pupil

- Cannot accept the authority of adults in the learning environment
- Are involved in frequent high-level disruption
- Have made no attempt to reduce number of incidents in tuition (or previous lessons)
- Deal with problems by being confrontational, aggressive or violent
- Do not accept responsibility for their behaviour nor acknowledge the effect it has on others

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Signed:



Craig Varney : Director