



Educ8

Education Delivered with Utmost Care

Educ8 (Luton) Ltd

(Hereinafter referred to as "Educ8")

A bespoke 1:1 tuition service, where the education delivered is tailored to meet the exact requirements of the student involved.

BEHAVIOUR MANAGEMENT POLICY

Rationale

Our policy covers the range of ways in which children and young people tutored by us will be supported with their behaviour, such that they remain safe, and their welfare is promoted. We believe that all students have the right to work in a positive, orderly, and safe environment, in partnership with their tutors and in a climate of mutual respect.

We aim to create a caring environment which will inspire students to adopt sound relationships, tolerant attitudes, and positive patterns of behaviour. We welcome diversity and believe that every individual has the right to work and study in an environment which is free from discrimination on the grounds of age, gender, race, physical ability, sexual orientation, or religion. It should recognise the value of individual qualities and achievements within a clear framework which is understood by all, and which is applied in a consistent, fair, and reasonable way.

Our approach to behaviour management is based on the belief that building and maintaining positive self-esteem and having widely understood and consistently applied high expectations contributes significantly to effective learning.

Aims

- Students will be helped to remain safe and will experience improved outcomes through effective management of their behaviour
- Students should be encouraged to develop self-control, motivation, and self-esteem as a basis for realising their full potential
- Where necessary, students will have an individual risk assessment which is regularly reviewed and contains strategies for managing challenging behaviour
- All staff will have training in behaviour management, conflict resolution, and de-escalation techniques. Where relevant and appropriate, staff will be trained in safe methods of physical intervention and restraint
- Information about students' behaviour will be recorded and shared with the commissioning body and other appropriate professionals

Objectives

We acknowledge that each student is an individual and that behaviour management strategies need to be adapted to meet the requirements of the individual learner. All behaviour management strategies must be proportionate and relevant to the student and the context in which the behaviour occurs.



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Effective support for students who exhibit challenging behaviour is based on establishing positive relationships and good communication between students and tutors. Relationships should be based on mutual respect, clear professional boundaries, and understanding. Students should be fully involved in discussions about their behaviour, expectations, and consequences.

Tutors should respond positively to acceptable behaviour. Many students have previously been given little approval, credit for achievements, or recognition for completing tasks. Positive feedback is essential for personal growth, particularly in the early years. With some students, there may also be a need to provide more tangible rewards and reinforcement, at least for a brief period.

Tutors should strive to manage behaviour in a way that promotes positive attitudes. Good behaviour should be recognised and reinforced using a range of rewards, for example verbal praise, notes in tutor reports, communication with parents or carers, communication with schools or commissioners, postcards home, and end of term rewards.

All informal contact contributes to standards of behaviour. Tutors should act as positive role models at all times in how they present themselves and in all that they say or do. Everyone should be treated with respect, courtesy, and empathy.

Where behaviour is regarded as unacceptable, it should be responded to using constructive, appropriate, and clearly understood disciplinary measures. Any measures taken should be appropriate to the age, understanding, and individual needs of the child and take into account that behaviour may be influenced by background and additional needs, including cultural upbringing, experience of bullying, disabilities, abuse, attachment difficulties, or communication needs.

In order to provide the best possible support, risk assessments and behaviour support documentation will identify known behaviours and effective strategies to address them. This information will be monitored and updated as tutors build relationships and understanding of the student.

All tutors will receive training on managing challenging behaviour at induction and at regular intervals throughout the year.



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References

- Education Act 2002
- Education and Inspections Act 2006
- Department for Education: Behaviour in Schools Guidance (2024)
- Department for Education: Keeping Children Safe in Education (2024)

Review

N K Jones
September 2026

Review Date
September 2027