



Behaviour Policy

Next Review Sept 2026

First Class Tailored Solutions

FCTS regards the development of positive behaviour as of fundamental importance in the growth of children and young people's health and well-being. We will provide a safe, secure and positive learning environment that enables each learner to develop attitudes, skills and knowledge, which will benefit them and their lifelong relationships.

We aim to create a learning environment that:

- encourages and reinforces good behaviour
- promotes self-esteem, self-discipline and positive relationships
- develops acceptable standards of behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not. First Class tutors have a central role in the learner's social, emotional and moral development as well as in their academic development. We measure standards of behaviour in terms of the learners developing ability to conform to agreed behavioural goals. The goals are based on LEARN

- listen
- engage and enjoy
- attend and achieve
- respect and responsibility
- never give up
- FCTS has full regard for the updated DFE advice to schools on behaviour and discipline (February 2014).

First Class Tailored Solutions Ethos

The adults who work with the learners have an important responsibility to model high standards of behaviour. As adults we should aim to:

- create a welcoming and positive ethos with realistic expectations
- emphasise the importance of being valued as an individual
- promote honesty, courtesy and sensitivity
- provide a caring and effective learning environment
- ensure fair treatment for all regardless of age, gender, sexual orientation, race, ability or disability
- show appreciation of the efforts and contribution each learner has made
- develop learners' self control and responsibility towards others
- take a flexible approach to the behaviour of SEND learners

Learners will have been provided with a clear outline of expectations at the induction stage of the referral.

Where appropriate staff will positively challenge learner's inappropriate behaviours through a supportive but assertive approach to de-escalation and diffusion.

Strategies used to promote positive behaviour and reduce unacceptable behaviour:

- positive ethos
- addressing personal, social, emotional, and educational needs
- curriculum match to learner needs
- high expectations of learner progress
- knowledge of the learners as individuals
- positive relationships between staff and learners
- use of distraction or diversion tactics
- pro-active and early intervention

- appropriate use of humour
- tactical ignoring
- use of role models
- praise appropriate behaviour
- consistent ground rules
- clear communication with learners
- celebrate learner achievement through an educational reward system

In the event of serious and challenging behaviour

Staff should:

- remain calm and consistent, gently re-affirming expectations
- minimise risk to others
- allow learners a 'way out'
- inform parents/carers at an appropriate time

Whilst continuing the emphasis on safety and on maintaining a positive learning environment, we will:

- ensure that challenging behaviours are monitored and recorded
- attempt to ensure learners do not endanger him or herself, others or do serious damage to property
- ensure no one is left isolated with a learner when a risk assessment indicates otherwise

What is and how do we recognise bullying?

'To intimidate with persistent threats of or actual aggression or violence'

At FCTS we conceptualise bullying from an 'equality of opportunity' perspective. This emphasises the rights of individuals to express diversity and differences in age, gender, ability, ethnicity and sexuality. Discrimination and stereotypical prejudice is unacceptable. Staff will challenge all manifestations of intimidating behaviours particularly racial, homophobic and cyber bullying of learners, staff and members of the public.

The victim of bullying may show signs of:

- isolation/withdrawal
- sudden deterioration of effort
- lack of confidence/self esteem
- general unhappiness
- erratic attendance and punctuality
- changes in behaviour and mood
- surliness
- seeking time with adults
- lack of appetite
- attention seeking behaviour

The perpetrator of bullying may show signs of:

- intimidation of learners/staff
- physical aggression
- loud and attention seeking behaviour
- tendency to ridicule and humiliate others
- easy loss of temper
- violent behaviour
- hyperactivity
- immorality
- dis-inhibited behaviours

Staff are advised to:

- watch out for early signs of distress in learners
- when someone is being bullied or is in distress, take action quickly where appropriate; watching and doing nothing is not acceptable
- where you suspect bullying, you may have to provide intermediate support for the victim while observing and investigating carefully
- listen carefully and record all incidents: WHO, WHAT, WHEN, WHERE
- ask the victim, the alleged perpetrator and any witnesses to record the event(s) in writing; remember, very rarely will one person be totally innocent or guilty
- offer immediate support to those in need

- if guilt is established, make the unacceptable nature of the behaviour apparent; **do not bully the bully** – this gives legitimacy to the behaviour
- try to find out, tactfully, the reasons for the bullying behaviour; offer guidance and support
- inform the relevant senior member of staff; pass on written reports
- if necessary senior management will follow up the case to ensure that the victim is given as much support as possible
- the 'concerned' member of staff to inform parents/carers and the referrer as and when necessary, making clear what action he/she is taking and why, and, if possible, what they can do to support his/her actions
- the 'concerned' member of staff to file all written documents

Communication and parental partnership

At FCTS we give high priority to clear communication to parents/carers/referrers as we see this as crucial to promoting and maintaining high standards of behaviour.

Where behaviour is causing concern, parents/carers/referrers will be informed at an early stage. Parental support will be sought in devising a plan of action.

Principles and procedural guidelines for staff that applies across the whole range of behaviours described in the appendices

