

Behaviour Policy - Tuition

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Document	Behaviour Policy – Tuition
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1. General Statement

Vision for Education is committed to providing high-quality, personalised tuition that supports the academic and personal development of every student. A key part of this commitment is ensuring that sessions are conducted in a safe, respectful, and positive learning environment. This Behaviour Policy sets out expectations for tutors and students and provides guidance for managing behaviour consistently and fairly.

Vision for Education understand that each school is different and has different core values and uses different language to express these to their community. Therefore, for tutors working in cooperation with schools, we encourage them to also make themselves familiar of and work in line with the schools' behaviour management policy.

2. Roles and Responsibilities

Students:

- Engage positively with the tutor and make an effort in sessions.
- Treat the tutor with respect and follow reasonable instructions.
- Use appropriate language and avoid disruptive behaviour.
- Respect the learning space and any equipment used.
- Behave safely, including during online sessions.

Tutors:

- Model respectful, professional behaviour at all times.
- Create a positive, inclusive, and welcoming learning environment.
- Set clear boundaries and expectations from the outset, with reasonable adjustments and adaptations for students who have specific identified needs.
- Manage behaviour calmly, fairly, and consistently.
- Recognise and celebrate positive behaviour, engagement and achievements.
- Support students to communicate their thoughts and feelings in a way that is beneficial now and in their adulthood.
- Report concerns or incidents appropriately and promptly.
- Communicate regularly with the agency and, where relevant, schools and parent/carers.

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3. Behaviour Management Strategies

Tutors are encouraged to:

- Establish ground rules during the first session (Pupil Contract Template can be used as a guide to agree ground rules for behaviour between Tutor and Student).
- Build positive relationships based on Unconditional Positive Regard (without judgement, providing complete support and acceptance).
- Use praise and positive reinforcement to encourage good behaviour.
- Use de-escalation techniques if behaviour becomes challenging.
- Keep records of significant behavioural incidents using the agency's reporting system.

4. Responding to Behavioural Incidents

When dealing with difficulties, we can start to feel intense emotional responses ourselves. Recognising and managing your own emotional responses is essential to supporting students effectively and maintaining a calm, safe learning environment. Before managing any difficult situations, we need to recognise the importance of self-regulation (take a breath, do not take it personally, get support if required).

When dealing with the incidents, tutors should support the student to:

- Feel physically and psychologically safe, providing time and space where appropriate (except in emergencies).
- Regulate their emotions and behaviours, e.g. using breathing techniques, release anger in non-destructive ways, and naming and understanding their emotions.
- Reflect to build greater understanding of themselves and others.
- Address and help manage underlying issues influencing their behaviour.
- Consider the impact of their actions on others, prompting empathy.

Tutors should address any minor behaviour issues or incidents within the session using low-level interventions. If the behaviour continues or escalates to a serious incident, tutors may end the session if necessary, informing parents/carers and the agency.

Following a major incident, Vision for Education may need to suspend the sessions until we can review the arrangements in place and have the necessary discussions with the professionals around the student.

Following a suspension of tuition sessions, if the support is to resume, we would require:

- Update relevant risk assessments on file
- Staff are to make a fresh start with the young person
- Reintegrate, ensuring that damage and relationships are repaired and strategies are consistently agreed, shared, and adhered to.

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5. Recording and Reporting

All tutors must record and report any behaviour incidents to Vision for Education promptly, within 24 hours. Tutors can contact the branch to report incidents by telephone, or by using the Behaviour Incident Form.

Parents/carers must be informed immediately, and the commissioner and any other professionals must be informed within the 24-hour period.

Where behaviour plans are in place, progress should be reviewed at least every six weeks, and if required, different levels or types of support proposed.

Tutors must consistently maintain clear professional boundaries and avoid any behaviour that could be misinterpreted by others. Any incident with such potential should be reported immediately to the agency.

6. Safeguarding and Risk Management

Contact outside of sessions

Tutors should not have any contact with students outside of the agreed sessions. To maintain professional boundaries and clear expectations, tutors should not have any social arrangements with students outside of tuition sessions.

Tutors should not let a student have their personal contact details (including but not limited to mobile number, email or postal address), or have contact with them via a personal social media account.

Tutors should make the agency aware immediately of any instances where a student has attempted to contact them outside of tuition sessions.

Gifts and Rewards

Tutors should not accept gifts from students or their parents/carers. That said, occasionally students or their parents or carers may wish to give tokens of appreciation (for example at Christmas or end of the support). These may be accepted if they are not of significant value.

Tutors should not give/offer gifts to students or their parents/carers. This is to maintain clear professional boundaries and prevent any perception of favouritism or inappropriate relationships. Where a tutor would like to give a gift to a student to recognise specific achievements, this must first be approved by the agency and the commissioning local authority/school.

Under no circumstances should money be given or accepted as a gift between students, parents/carers or tutors.

We recognise the power of positive attention. We believe the biggest reward is to be noticed and valued by an adult with whom you have a relationship. Tutors should work with parents/carers and other professionals to provide positive feedback and praise on student progress and achievement.

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Physical Contact

We operate a no unnecessary contact policy, which should always be adhered to apart from in the following circumstances:

- In the event that a student is at risk of harming themselves.
- In the event that a student is at risk of harming others.
- Where you are providing personal care as part of your agreed job role. You should carry out the task with sensitivity and respect. Ensure another appropriate adult is in the vicinity and is aware of the task to be undertaken.
- Supply workers who have an in-date training certificate in manual handling and are in a situation where manual handling is required (please provide your consultant with current proof of qualification).
- Supply workers who are first aid trained and are in a situation where first aid is required (please provide your consultant with current proof of qualification).

Physical contact can refer to:

- direct physical contact with the student.
- contact with the student via another object e.g. pen or ruler, and
- contact with a student's worn item, for example a bag or item of uniform.

If physical contact is necessary, always be mindful that physical contact with a child, young person or vulnerable adult may be misinterpreted.

Usually, you should never be on your own with a child. If you cannot avoid this, make sure you keep the door open and do not block any exits. If working in the home, an adult must always be present to overhear and oversee the lesson. If working in a community venue ensure you are in view of the public, and if in schools ensure a member of staff is aware of the location of the session. For more information, please review our Health & Safety Policy – Tuition.

Be mindful that placements are often sociologically complex and multi-cultural, so sensitivity is key to success in tuition.

7. Access to CPD

Vision for Education provide free online training courses for all registered supply staff throughout the academic year on a range of topics including behaviour support. Courses are listed on the company website where staff can reserve their space.

If any training needs are highlighted by the agency for specific individuals, additional support may be provided through a digital training provider.

8. Monitoring and Review

Published: October 2025

Review schedule: Annually by the Central Operations team.

Review date: October 2026

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9. Links to other policies

Further advice and guidance can be accessed within the following policies:

- Safeguarding & Child Protection Policy
- Code of Conduct
- Health & Safety Policy – Tuition