Swindon Tuition Centre

Behaviour Policy 2026-27

Policy name	Policy Owner	Operational Lead	Approved by	Date	Review date
Behaviour Policy	Director of Strategy	Director of Operations	Leadership Team	27.07.26	01.09.2027

Policy Updates

Review date	Update Summary	Reviewed by:	Next Review:
27.07.26	Comprehensively reviewed and updated to reflect current statutory guidance, Behaviour in Schools guidance, trauma-informed and restorative practice, safeguarding requirements, Equality Act duties and STC's revised governance framework. Reformatted to align with associated organisational policies.	Director of Strategy	01.09.27
10.11.26	Strengthened procedures relating to suspected intoxication, substance misuse, weapons, prohibited items and police escalation, following commissioner quality assurance feedback. Strengthened early departure reporting arrangements, including provider-specific notification requirements and school reporting documentation. Expanded searching and confiscation procedures and introduced a child-friendly Behaviour Guide to support learner induction and understanding.	Director of Strategy	01.09.27

Our Behaviour Promise

- We build positive relationships.
- Behaviour is understood before it is judged.
- Every learner is treated with dignity and respect.
- High expectations are combined with high levels of support.
- Restorative practice promotes accountability.
- Safety is everyone's responsibility.

These principles underpin every aspect of our behaviour approach and reflect our commitment to creating safe, respectful and inclusive learning environments where every learner can thrive.

Statutory Framework

Reference:

- Education Act 1996
- Children Act 1989
- Children Act 2004
- Equality Act 2010
- Human Rights Act 1998
- Behaviour in Schools (2024)
- Suspension and Permanent Exclusion Guidance (2023)
- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2023)
- SEND Code of Practice (2015)
- Searching, Screening and Confiscation (latest DfE guidance)
- Use of Reasonable Force (DfE)
- Working Together to Improve School Attendance (2024)
- Data Protection Act 2018
- UK GDPR

Policy Consultation & Review

This policy is reviewed annually by the Leadership Team and will also be reviewed following:

- changes in legislation or statutory guidance;
- updates to Department for Education guidance relating to behaviour, suspension, exclusion or safeguarding;
- organisational learning arising from behaviour incidents or safeguarding reviews;
- commissioner, local authority or inspection feedback;
- significant organisational change;
- feedback from learners, parents, carers, staff and partner agencies.

Swindon Tuition Centre welcomes feedback from learners, parents, carers, staff, commissioners and partner agencies to support continuous improvement and ensure behaviour practice remains safe, inclusive, consistent and effective.

Purpose

Swindon Tuition Centre (STC) is committed to creating safe, inclusive and respectful learning environments where every learner is supported to achieve positive educational, social and emotional outcomes.

We recognise that behaviour is a form of communication and that many learners accessing Alternative Provision have experienced disrupted education, trauma, adverse childhood experiences, unmet special educational needs, mental health difficulties or other barriers to learning.

The purpose of this policy is to:

- promote positive behaviour through strong relationships, high expectations and consistent practice;
- create safe, calm and purposeful learning environments;
- provide a clear and consistent framework for promoting, recognising and responding to behaviour;
- ensure behaviour support is inclusive, trauma-informed and restorative;
- safeguard the welfare of learners, staff and visitors;
- promote learner wellbeing, resilience and personal development;
- ensure behaviour responses are fair, proportionate and consistent;
- support positive relationships between learners, families, schools and partner agencies;
- establish clear roles, responsibilities and accountability;
- promote organisational learning and continuous improvement.

Behaviour support at Swindon Tuition Centre is centred on understanding individual needs, reducing barriers to learning and helping every learner develop the skills needed to succeed both within education and beyond.

This policy should be read alongside the Safeguarding & Child Protection Policy, Alternative Provision, SEND & Inclusion Policy, Equality, Diversity & Inclusion Policy, Staff & Volunteers Code of Conduct, Low-Level Concerns Policy, Managing Allegations and Concerns About Adults Policy and Health & Safety Policy.

Scope

This policy applies to all learners accessing provision delivered by or on behalf of Swindon Tuition Centre, including:

- centre-based learning;
- one-to-one tuition;
- small-group provision;
- community-based learning;
- outdoor learning;
- vocational provision;
- commissioned services;

- educational visits and off-site activities.

It also applies to:

- employees;
- agency workers;
- volunteers;
- contractors;
- visitors;
- parents and carers;
- commissioners and partner organisations where appropriate.

This policy applies whenever learners are engaged in activities organised or delivered by Swindon Tuition Centre, whether on-site, off-site or online.

All adults working for or on behalf of the organisation are expected to model positive behaviour, uphold the principles of this policy and contribute to safe, respectful and inclusive learning environments.

Definitions

Behaviour

Behaviour refers to the way in which learners conduct themselves and respond to the people, environments and experiences around them.

Swindon Tuition Centre recognises that behaviour is a form of communication and seeks to understand the underlying causes of behaviour in order to provide appropriate support, maintain safety and promote positive outcomes.

Positive Behaviour Support

Positive Behaviour Support is a proactive approach that focuses on preventing behaviours of concern by understanding individual needs, promoting positive relationships and teaching appropriate skills and behaviours.

The emphasis is on recognising strengths, reducing barriers to learning and creating environments in which learners can succeed.

Trauma-Informed Practice

Trauma-informed practice recognises that adverse childhood experiences, trauma and disrupted relationships may significantly influence a learner's behaviour, emotional regulation and engagement with education.

Swindon Tuition Centre seeks to provide safe, predictable and supportive environments which promote trust, resilience, emotional regulation and positive relationships.

Early Termination of Sessions – Learner Dysregulation and Safeguarding

Swindon Tuition Centre recognises that learners may occasionally experience emotional dysregulation, distress or difficulties engaging in learning that make it challenging for them to continue with a planned session.

Staff should prioritise the learner's wellbeing and safety, adopting a calm, supportive and trauma-informed approach. Ending a session early should only be considered where appropriate de-escalation strategies and reasonable adjustments have been explored and continuing the session is no longer considered appropriate or safe.
Before ending a session early, staff must follow the procedure below:

1. De-escalation and Support:

Staff should first implement appropriate strategies, including offering reassurance, time and space, movement or sensory breaks, adapting learning activities and following the learner's Individual Learning Plan (ILP) or behaviour support strategies.

2. Contact the Safeguarding Team:

Where a learner remains dysregulated, distressed or unable to continue, staff must contact the Designated Safeguarding Lead (DSL) or a member of the safeguarding team to discuss the circumstances and assess any safeguarding risks. A decision to end a session early must not be made independently by the tutor.

3. Agree an Appropriate Response:

The safeguarding team, in consultation with the AP Manager where appropriate, will consider the learner's individual needs, level of risk, existing support arrangements and whether any alternative strategies could enable the session to continue safely.

4. Contact Parents/Carers:

Where early termination is agreed, the learner's parent/carer must be contacted by telephone before the learner is released. Staff must explain the circumstances and agree safe arrangements for collection or return home. A voicemail or unanswered call does not constitute confirmation that the learner can leave.

5. Safe Release:

Learners must not be permitted to leave the provision early until appropriate arrangements have been confirmed and authorised. Particular consideration must be given to the learner's age, vulnerability, SEND, safeguarding concerns and ability to travel independently. Where a parent/carer cannot be contacted, the learner must remain appropriately supervised while further advice is sought from the safeguarding team.

6. Recording and Communication:

The circumstances leading to the early termination, strategies attempted, safeguarding consultation, parental contact and agreed arrangements must be recorded promptly on CPOMS or the appropriate organisational recording system.

The AP Manager must be informed, and the referring school or commissioner notified in accordance with agreed reporting arrangements, contractual requirements and any additional notification expectations specified by the referring provider.

Where a referring school or commissioner requires notification of all early departures, this must be completed regardless of whether the departure was initiated by the learner or STC. Any immediate safeguarding concerns must be communicated without delay.

7. Follow-up and Review:

Following an early termination, the AP Manager will ensure that any required incident or early departure reporting documentation is completed and shared with the referring school or commissioner in accordance with agreed reporting arrangements.

This includes the existing STC reporting document used to communicate relevant incidents and concerns to schools.

Where early termination occurs repeatedly, the AP Manager and safeguarding team should review the learner's support arrangements, Individual Learning Plan (ILP) and risk assessment, working collaboratively with parents/carers, the referring school or commissioner and relevant professionals to identify appropriate interventions.

Any agreed changes to the learner's support arrangements must be documented and communicated to relevant parties.

Safeguarding Considerations

Early termination must never be used as an automatic response to challenging behaviour, a punitive measure or an informal exclusion. Decisions must be proportionate, justified and made in the learner's best interests, with safeguarding remaining the overriding priority.

Where a learner presents an immediate risk to themselves or others, staff must follow the organisation's safeguarding and emergency procedures without delay.

Any proposal to reduce a learner's regular timetable or placement hours must be considered separately through the appropriate management, commissioning and safeguarding processes.

Early Departure from Sessions – Learner-Initiated and STC-Initiated

The reason for an early departure must be clearly distinguished and recorded. Safeguarding and safe release requirements apply in every case.

1. Learner requests to leave before the scheduled end of a session

When a learner asks to leave early, staff should calmly explore the reason, listen to the learner, assess any immediate welfare or safeguarding concerns, and offer appropriate support, reasonable adjustments or de-escalation strategies to help them remain safely engaged. The tutor must not independently authorise an early departure. Staff must consult the Designated Safeguarding Lead (DSL) or safeguarding team, with the AP Manager involved as appropriate. The learner's age, SEND, vulnerabilities, individual risk assessment and agreed travel arrangements must inform the decision. Where early departure is agreed, a parent/carer must be contacted by telephone before release, and safe collection or independent travel arrangements must be explicitly confirmed and authorised. An unanswered call or voicemail is not consent. Where arrangements cannot be confirmed, the learner must remain appropriately supervised while advice is sought. If the learner leaves without authorisation, or leaves before safe arrangements are agreed, staff must follow the Absconding Procedure immediately, including risk assessment, notifying the AP Manager and DSL, contacting parents/carers and emergency services where indicated, and documenting actions taken. Staff must not assume that a learner leaving of their own accord removes STC's safeguarding responsibilities. The referring school or commissioner must be notified in accordance with agreed reporting arrangements, including where the provider has specified that all early departures must be reported.

2. STC decides that a session needs to end early

Where staff consider that continuing a session is no longer safe or appropriate because of dysregulation, distress or serious behaviour concerns, they must follow the existing seven-step Early Termination of Sessions procedure above. De-escalation and reasonable adjustments must be considered first; the DSL or safeguarding team must assess and authorise the decision, with the AP Manager consulted where appropriate. The parent/carer must be contacted by telephone, safe release arrangements confirmed and the referring school or commissioner notified in accordance with agreed reporting arrangements and any additional provider-specific requirements.

3. Recording, communication and review – both circumstances

Staff must record the incident promptly on CPOMS or the approved organisational system, including:

• the scheduled and actual departure times, location and staff involved;

• whether the departure was learner-requested, STC-authorised or unauthorised/absconding;

• the learner's stated reason, presenting concerns, support offered and strategies attempted;

• who authorised any early release, safeguarding advice and relevant risk assessment;

• telephone contact with parents/carers, the response received and agreed collection/travel arrangements;

• the time and method of notifying the AP Manager and referring school or commissioner, including completion and submission of the relevant STC reporting documentation where required;

• the attendance/session record outcome and any follow-up action or review.

Repeated early departures, regardless of who initiated them, must prompt a joint review by the AP Manager and safeguarding team of the learner's ILP, risk assessment, attendance patterns and placement arrangements, involving parents/carers and commissioners where appropriate.

Restorative Practice

Restorative practice is an approach that focuses on repairing relationships, rebuilding trust and encouraging learners to understand the impact of their behaviour.

Where appropriate, restorative conversations support accountability, reflection and positive future choices rather than relying solely on punitive consequences.

Reasonable Adjustments

Reasonable adjustments are changes made to policies, practices, environments or teaching approaches to remove or reduce disadvantages experienced by learners with disabilities or additional needs.

Adjustments will be considered in accordance with the Equality Act 2010 and individual learner needs.

Restrictive Physical Intervention

Restrictive Physical Intervention (RPI) refers to the use of reasonable force to prevent a learner from causing harm to themselves or others, committing a criminal offence, damaging property or seriously disrupting the safety of others.

Any use of reasonable force will always be lawful, proportionate, necessary and recorded in accordance with organisational procedures and current Department for Education guidance.

Reflect & Restore

Reflect & Restore is Swindon Tuition Centre's restorative behaviour process.

It enables learners to reflect upon behaviour, understand its impact on themselves and others, repair relationships where appropriate and develop strategies to support future success.

The focus is on learning, accountability and positive behaviour change rather than punishment alone.

Guiding Principles

Swindon Tuition Centre believes that positive behaviour is developed through strong relationships, clear expectations, consistent practice and an understanding of each learner's individual needs.

Our behaviour approach is underpinned by the following principles:

- Behaviour is communication.

- Positive relationships are at the heart of effective behaviour support.
- Safeguarding is everyone's responsibility.
- High expectations are combined with high levels of support.
- Behaviour support should be trauma-informed, restorative and inclusive.
- Reasonable adjustments will be made where required.
- Responses to behaviour will always be proportionate, consistent and respectful.
- Organisational learning and reflective practice drive continuous improvement.

Roles & Responsibilities

Proprietor / Owner and Director

The Proprietor / Owner and Director is responsible for:

- promoting a positive, safe and inclusive organisational culture;
- ensuring compliance with statutory guidance and legal responsibilities relating to behaviour;
- providing strategic leadership and oversight of behaviour practice;
- ensuring appropriate resources are available to support learners and staff;
- monitoring organisational performance and promoting continuous improvement.

Director of Operations

The Director of Operations is responsible for:

- overseeing the implementation of this policy across all provision;
- ensuring behaviour practice is consistent, safe and effective;
- supporting AP Managers to promote positive behaviour;
- monitoring behaviour trends and quality assurance activity;
- ensuring appropriate support and intervention are available for learners with additional needs;
- promoting organisational learning and reflective practice.

AP Managers

AP Managers are responsible for:

- leading behaviour support within their areas of responsibility;
- promoting positive, inclusive and restorative behaviour approaches;
- ensuring reasonable adjustments are implemented where appropriate;
- supporting tutors to respond consistently to behaviour;
- overseeing Reflect & Restore processes;
- ensuring behaviour incidents are recorded appropriately;
- working collaboratively with parents, commissioners and partner agencies;
- identifying patterns and trends in behaviour;
- contributing to quality assurance and continuous improvement.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is responsible for:

- ensuring safeguarding considerations inform behaviour decisions;

- advising staff where behaviour may indicate safeguarding concerns;
- supporting multi-agency responses where appropriate;
- ensuring behaviour and safeguarding records are appropriately linked;
- promoting safe, trauma-informed practice.

Tutors

Tutors are responsible for:

- building positive relationships with learners;
- maintaining high expectations alongside appropriate support;
- implementing Individual Learning Plans and reasonable adjustments;
- using preventative and restorative approaches;
- responding consistently to behaviour;
- recording incidents accurately;
- contributing to Reflect & Restore conversations;
- working collaboratively with families and colleagues to support positive outcomes.

Learners

Learners are encouraged to:

- treat others with dignity and respect;
- contribute positively to learning environments;
- take responsibility for their behaviour;
- engage in restorative conversations;
- seek support when needed;
- contribute to behaviour planning and review where appropriate.

Parents and Carers

Parents and carers are encouraged to:

- work collaboratively with Swindon Tuition Centre;
- support agreed behaviour strategies;
- share relevant information that may affect behaviour or wellbeing;
- attend meetings and reviews where appropriate;
- communicate openly with Swindon Tuition Centre to promote positive outcomes for learners.

Preventative Behaviour Support

Swindon Tuition Centre believes that the most effective behaviour support is proactive rather than reactive. Positive behaviour is encouraged through strong relationships, clear expectations, consistent routines and personalised support.

Behaviour support begins by understanding each learner's strengths, needs and barriers to learning, rather than simply responding to behaviour when it occurs.

The organisation promotes positive behaviour by:

- building trusting and respectful relationships;
- establishing predictable routines and consistent expectations;
- recognising and celebrating positive behaviour;
- implementing Individual Learning Plans (ILPs);
- making reasonable adjustments where appropriate;
- using trauma-informed and restorative approaches;
- promoting learner voice and participation;
- providing engaging, personalised learning opportunities;
- working collaboratively with parents, carers and partner agencies;
- identifying emerging concerns early and providing appropriate support.

Staff are expected to adopt a calm, consistent and relational approach that promotes emotional regulation, resilience and learner success.

Behaviour Expectations

Swindon Tuition Centre has high expectations of behaviour for everyone accessing or working within the organisation.

Positive behaviour expectations are designed to promote safety, respect and successful learning.

Learners are expected to:

- treat others with dignity and respect;
- engage positively with learning;
- follow reasonable instructions;
- take responsibility for their behaviour;
- respect the learning environment and property;
- contribute positively to restorative conversations.

Staff are expected to:

- model positive behaviour;
- maintain professional boundaries;
- respond consistently and fairly;
- build positive relationships;
- use restorative and trauma-informed approaches;
- recognise and celebrate positive behaviour.

Parents and carers are encouraged to:

- support agreed behaviour strategies;
- communicate openly with the organisation;
- reinforce positive behaviour expectations;
- work collaboratively to support learner progress;
- communicate openly with Swindon Tuition Centre to promote positive outcomes for learners.

Communicating Behaviour Expectations to Learners

Swindon Tuition Centre will provide learners with an accessible, child-friendly version of its Behaviour Policy, known as *Our Behaviour Promise*.

The guide will be explained to learners during their initial home visit or first session, as appropriate to their individual circumstances.

Staff will ensure that expectations are communicated in a way that reflects the learner's age, understanding, SEND and communication needs.

Learners will be encouraged to ask questions, share their views and identify any support they may need to meet agreed expectations.

Where appropriate, the discussion will be recorded as part of the learner's induction documentation, and expectations will be revisited throughout the placement.

Our Behaviour Promise – A Guide for Learners

Positive Behaviour Recognition

Swindon Tuition Centre believes that recognising positive behaviour is fundamental to promoting learner confidence, motivation and engagement.

Positive behaviour is recognised in ways that are meaningful, proportionate and personalised to the individual learner.

Recognition may include:

- verbal praise;
- positive feedback;
- celebrating personal achievements;
- certificates and awards;
- reward systems;
- increased responsibility;
- communication with parents or carers;
- recognising progress towards individual goals.

Recognition focuses not only on achievement but also on effort, resilience, kindness, perseverance and personal development.

Responding to Behaviour

Swindon Tuition Centre is committed to responding to behaviour in ways that are proportionate, consistent, restorative and focused on supporting positive long-term outcomes.

Behaviour responses seek to:

- maintain the safety of learners, staff and visitors;
- de-escalate situations at the earliest opportunity;
- understand the underlying causes of behaviour;
- repair relationships where appropriate;
- promote reflection and accountability;
- support learners to develop positive strategies for future success.

Responses to behaviour will always take account of:

- the learner's age and stage of development;
- individual needs and any identified SEND;
- reasonable adjustments;
- safeguarding considerations;
- previous patterns of behaviour;
- the context in which the behaviour occurred.

Behaviour responses will never intentionally humiliate, shame or unnecessarily punish learners.

De-escalation

Staff are expected to use proactive de-escalation strategies before behaviour escalates wherever it is safe and appropriate to do so.

Strategies may include:

- calm verbal communication;
- active listening;
- allowing time and space;
- offering choices where appropriate;
- reducing environmental demands;
- distraction or redirection;
- emotional regulation strategies;
- seeking support from colleagues;
- adapting teaching approaches;
- utilising agreed individual behaviour strategies.

Staff should remain calm, professional and consistent throughout all behaviour incidents.

Reflect & Restore

Reflect & Restore is Swindon Tuition Centre's restorative approach to supporting positive behaviour.

Rather than focusing solely on consequences, Reflect & Restore encourages learners to:

- understand what happened;
- consider how their behaviour affected themselves and others;
- take responsibility where appropriate;
- repair relationships;
- identify strategies for future success.

Reflect & Restore conversations should take place when learners are emotionally regulated

and able to engage meaningfully.

Where appropriate, conversations should explore:

- What happened?
- What were you thinking or feeling?
- Who has been affected?
- What could have been done differently?
- What support might help next time?
- How can the situation be put right?

The aim is to develop emotional literacy, accountability and positive future behaviour rather than simply applying sanctions.

Behaviour Responses

Where behaviour requires further intervention, responses will always be proportionate, reasonable and based on the individual circumstances of the incident.

Responses may include:

- restorative conversations;
- Reflect & Restore;
- reminders and redirection;
- increased supervision;
- temporary changes to learning arrangements;
- behaviour support planning;
- meetings with parents or carers;
- multi-agency review;
- risk assessment;
- other appropriate interventions.

Responses should support learning, maintain safety and encourage positive behaviour change.

Serious Behaviour

Swindon Tuition Centre recognises that, on occasion, behaviour may present a significant risk to the safety, wellbeing or learning of the individual learner or others. Serious behaviour will always be managed in a calm, proportionate and coordinated manner, with safeguarding remaining the overriding priority. Examples may include:

- physical aggression;

- serious verbal abuse or threats;

- discriminatory behaviour;

- deliberate damage to property;

- possession of prohibited items;

- behaviour creating a significant risk to safety;

- repeated serious disruption despite appropriate intervention.

Where serious behaviour occurs, staff will:

- prioritise the immediate safety of everyone present;

- use de-escalation wherever possible;

- seek additional support where required;

- consider safeguarding implications;

- record the incident promptly;

- inform parents, carers and commissioners where appropriate;

- review support strategies following the incident.

Following any serious incident, a restorative review should be undertaken wherever appropriate to identify learning and reduce the likelihood of recurrence.

Absconding

Swindon Tuition Centre recognises that some learners may leave provision without permission or fail to remain in agreed learning environments. All incidents of absconding will be treated as safeguarding concerns until the learner's safety has been established. Staff will follow the organisation's Absconding Procedure, which includes:
- assessing immediate risk;
- notifying the AP Manager and Designated Safeguarding Lead;
- contacting parents or carers where appropriate;
- informing the referring school or commissioner where required;
- contacting emergency services where there is immediate concern for the learner's safety;
- recording all actions taken.

Following any absconding incident, an appropriate review will be undertaken to identify contributory factors, strengthen support and reduce future risk.

Searching, Screening & Confiscation

Swindon Tuition Centre is committed to maintaining safe learning environments while respecting the dignity, rights and wellbeing of learners.

Any searching, screening or confiscation must have a lawful basis, be necessary and proportionate, and take account of the learner's age, SEND, individual vulnerabilities and safeguarding needs.

As an alternative provision provider, STC does not assume that statutory searching powers available to schools automatically apply to its staff.

1. Suspected Possession of a Prohibited Item

Where staff reasonably suspect that a learner possesses a weapon, dangerous item, alcohol, illegal substance or other prohibited item, they must:

- Prioritise the immediate safety of learners, staff and visitors.
- Remain calm and avoid confrontation or actions that could escalate the situation.
- Notify the DSL or safeguarding team immediately, unless doing so would delay an emergency response.
- Assess whether the learner or others are at immediate risk.
- Contact the police on 999 where there is an immediate threat or serious risk of harm.

2. Searching Learners and Their Belongings

Staff must not undertake a search unless the lawful basis and appropriate authorisation have been established.

Where appropriate and safe, a learner may be asked to voluntarily show or surrender an item or agree to a search of their belongings.

Before any search takes place:

- The DSL or authorised senior manager must be consulted.
- The purpose and proposed scope of the search must be explained to the learner in an age-appropriate manner.
- Consent must be freely given and must not be obtained through threats, coercion or intimidation.
- The learner's age, SEND, communication needs and safeguarding vulnerabilities must be considered.
- Wherever practicable, two members of staff should be present.

Consent may be withdrawn at any stage. Where a learner refuses or withdraws consent, staff must not proceed with a non-consensual search unless a separate lawful power has been established.

Staff must not conduct intimate searches or strip searches.

Where a search cannot lawfully or safely be undertaken, staff must maintain appropriate safeguarding arrangements and seek advice from the DSL and police where necessary.

3. Confiscation and Safe Handling of Prohibited Items

Where a learner voluntarily surrenders a prohibited item, or an item is otherwise lawfully obtained, staff must:

- Avoid handling dangerous items where doing so could increase risk.
- Notify the DSL or safeguarding team.
- Arrange for the item to be secured safely where it is appropriate and lawful to do so.
- Seek police advice where the item is a weapon, suspected illegal substance or potential evidence of a criminal offence.
- Ensure items are not returned to learners where doing so would present a safeguarding or safety risk.

- Record what was obtained, when, by whom, where it was secured and any subsequent transfer or disposal.

Staff must not attempt to physically remove a weapon from a learner where doing so could increase the risk of injury.

Suspected illegal substances must not be tested, consumed or unnecessarily handled by staff.

4. Recording and Reporting

All searches, requests to surrender items and confiscation incidents must be recorded promptly on CPOMS or the approved organisational recording system.

Records must include:

- The reason for concern and the item suspected or identified.
- The safeguarding assessment and authorisation obtained.
- Whether consent was requested and given.
- The staff involved and any witnesses.
- The actions taken and outcome.
- Details of any item secured, transferred or disposed of.
- Parent/carer, referring school, commissioner and police notifications, where appropriate.
- Any subsequent safeguarding or behaviour support review.

5. Follow-up and Review

Following a significant incident, the DSL and relevant AP Manager will review the learner's risk assessment, Individual Learning Plan and behaviour support arrangements.

Parents/carers and the referring school or commissioner will be involved where appropriate.

Any response must remain proportionate, trauma-informed and consistent with STC's safeguarding responsibilities.

Substance Misuse, Intoxication, Weapons and Police Escalation

Swindon Tuition Centre recognises that incidents involving suspected substance misuse, intoxication, weapons or other prohibited items may present significant safeguarding and safety risks. All incidents will be managed promptly, proportionately and in accordance with the learner's individual needs and risk assessment.

Suspected Intoxication or Substance Misuse

Where a learner is suspected of being under the influence of alcohol, drugs or other substances, staff must:

- Prioritise the learner's immediate safety and wellbeing, ensuring appropriate supervision.
- Notify the Designated Safeguarding Lead (DSL) or safeguarding team immediately.
- Seek emergency medical assistance where there are concerns about the learner's consciousness, breathing, physical condition or immediate safety.
- Avoid leaving the learner unsupervised or permitting them to leave independently where their safety may be compromised.
- Contact parents/carers and the commissioning school as appropriate, following safeguarding advice.
- Record the incident, actions taken and subsequent decisions on CPOMS or the approved organisational recording system.

Weapons and Prohibited Items

Where a learner is suspected of possessing a weapon or dangerous prohibited item, staff must:

- Prioritise the immediate safety of learners, staff and others.
- Avoid confrontation or attempting to physically remove an item where doing so could increase risk.
- Notify the DSL or safeguarding team immediately, unless doing so would delay an emergency response.
- Contact the police immediately where a weapon presents an immediate threat or there is a serious risk of harm.
- Follow organisational searching and confiscation procedures only where staff are appropriately authorised and the proposed action is lawful and safe.
- Record the incident and any safeguarding, police or commissioner involvement.

Police and Emergency Services Escalation

Staff must contact 999 immediately where there is an imminent threat to life, serious violence, a dangerous weapon presenting an immediate risk, or another emergency requiring urgent assistance.

For non-emergency incidents involving suspected criminal activity, weapons, drugs or threats, the DSL will assess whether police involvement is appropriate, taking account of safeguarding risks, the learner's age and vulnerabilities, and applicable guidance.

Where police involvement is required but there is no immediate emergency, contact may be made through 101 or established local safeguarding arrangements.

All decisions, including the rationale for involving or not involving the police, must be appropriately documented.

Following any serious incident, the DSL and relevant AP Manager will review individual risk assessments, support arrangements and any additional measures required to reduce future risks.

Suspension

Where a learner is registered at a school, decisions regarding statutory suspension remain the responsibility of the registered school. Swindon Tuition Centre may recommend a review of the learner's placement or support arrangements where serious behaviour concerns arise, following consultation with the placing school and commissioner as appropriate.

Permanent Exclusion

Decisions regarding statutory permanent exclusion remain the responsibility of the registered school and must be made in accordance with applicable Department for Education guidance. Swindon Tuition Centre does not independently exercise statutory exclusion powers. Where a placement can no longer be delivered safely despite appropriate support, reasonable adjustments and risk management, STC may recommend a review or termination of the commissioned placement through the agreed commissioning arrangements.

Any recommendation to review or terminate a placement must be proportionate, evidence-based and informed by safeguarding considerations, reasonable adjustments and the learner's individual needs. Decisions regarding statutory suspension or permanent exclusion remain the responsibility of the registered school, where applicable. STC will work collaboratively with the placing school, commissioner, parents/carers and relevant professionals to support appropriate next steps and continuity of education.

Recording Behaviour

Swindon Tuition Centre is committed to maintaining accurate, timely and proportionate records of behaviour incidents to support safeguarding, effective communication, reflective practice and continuous improvement.

Behaviour records help the organisation to:

- identify emerging patterns and trends;
- monitor the effectiveness of behaviour support strategies;
- inform Individual Learning Plans (ILPs) and risk assessments;
- support multi-agency working;
- evidence decision-making;
- promote organisational learning.

Where appropriate, behaviour incidents will be recorded using the organisation's approved recording systems, including CPOMS and other agreed behaviour monitoring tools.

Records should be:

- factual, objective and accurate;
- completed as soon as reasonably practicable;
- shared with relevant colleagues where appropriate;
- stored securely in accordance with the Data Protection Act 2018, UK GDPR and the organisation's Record Retention Policy.

Serious incidents should be reported to the appropriate manager and the Designated

Safeguarding Lead without delay.

Behaviour records may also be used to identify protected characteristic trends, monitor equality of outcomes and ensure behaviour responses remain fair, consistent and free from unlawful discrimination.

Quality Assurance and Monitoring

Swindon Tuition Centre is committed to regularly monitoring and evaluating the effectiveness of behaviour support to ensure safe, consistent and inclusive practice across all provision.

Quality assurance activities may include:

- behaviour incident analysis;
- safeguarding audits;
- learner voice;
- parent and carer feedback;
- staff supervision and reflective practice;
- review of Individual Learning Plans;
- quality assurance observations;
- commissioner and partner feedback;
- review of staff training and professional development;
- analysis of attendance, behaviour and destination outcomes.

Quality assurance findings will be used to celebrate good practice, identify areas for development and improve outcomes for learners.

Organisational Learning and Continuous Improvement

Swindon Tuition Centre recognises that positive behaviour support develops through continual reflection, evaluation and learning.

Learning arising from behaviour incidents, safeguarding reviews, quality assurance activities, learner outcomes, complaints, inspections and stakeholder feedback will be used to:

- strengthen behaviour support practice;
- improve learner experiences and outcomes;
- review policies and procedures;
- inform staff training and professional development;
- identify emerging themes and risks;
- support innovation and evidence-informed practice.

The organisation is committed to embedding a culture of reflective practice and continuous improvement throughout all aspects of behaviour support.

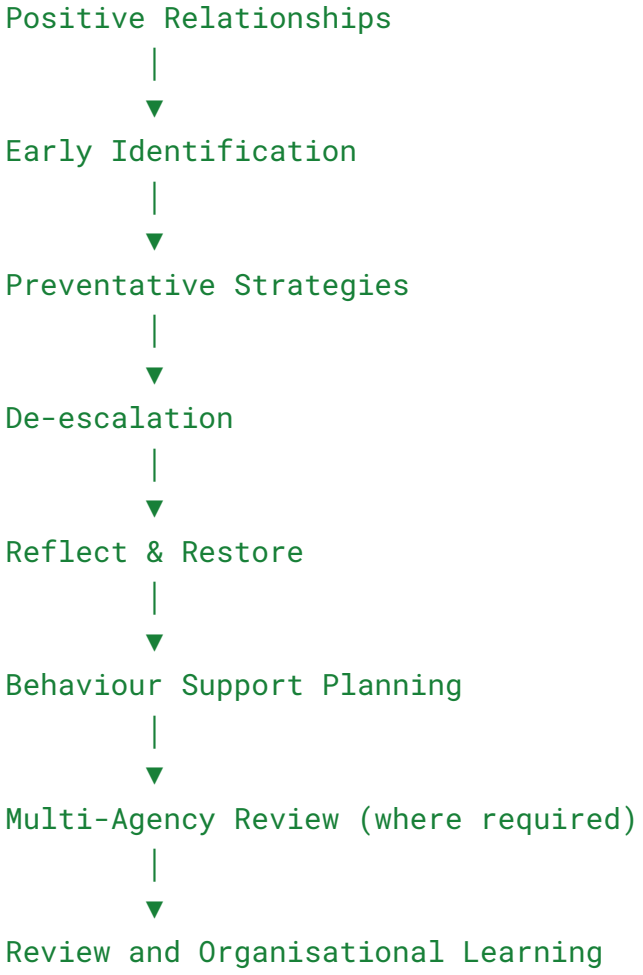
Related Policies

This policy should be read alongside:

- Safeguarding & Child Protection Policy
- Alternative Provision, SEND & Inclusion Policy
- Equality, Diversity & Inclusion Policy

- Staff & Volunteers Code of Conduct
- Low-Level Concerns Policy
- Managing Allegations and Concerns About Adults Policy
- Whistleblowing (Speaking Up) Policy
- Attendance Policy
- Health & Safety Policy
- Curriculum Policy
- Complaints Policy
- Data Protection Policy

Appendix A – Behaviour Response Pathway



Appendix B – Reflect & Restore Conversation Guide

Question	Purpose
What happened?	Establish understanding
What were you thinking or feeling?	Encourage reflection
Who has been affected?	Build empathy
What could have been done differently?	Develop problem-solving
What support might help next time?	Identify support strategies
How can the situation be put right?	Restore relationships