

HINDLE'S

SCHOOL OF EXCELLENCE LTD

BEHAVIOUR POLICY

Part-time Alternative Provision and Private Tuition

Daytime, evening, weekend, online and home-based sessions

Policy period 1 September 2026 to 31 August 2027

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Document control

Item	Details
Policy owner	Miss Joanne C. Hindle, Director
Lead DSL	Miss Joanne C. Hindle
Additional DSLs	Miss Julie Helm, Miss Jade McFarlane and Mr Aman Javed
Approved by	Miss Joanne C. Hindle, Director
Effective date	1 September 2026
Next review	1 September 2027, or earlier following a significant incident or change in guidance
Applies to	All learners, staff, tutors, volunteers, parents/carers, visitors and commissioners using Hindle's provision

Related policies

Safeguarding and Child Protection; Attendance; Anti-bullying; Equality, Diversity and Inclusion; SEND; Online Safety; Health and Safety; Missing Learner/Absconding; Complaints; Staff Code of Conduct; and private tuition Terms and Conditions.

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1. Purpose, scope and status

Hindle's School of Excellence Ltd promotes calm, safe, respectful and purposeful learning. Behaviour is everyone's responsibility. Staff establish clear routines, model appropriate language and conduct, teach expected behaviour and respond consistently. Learners are supported to develop self-regulation, problem-solving, listening, teamwork, organisation, independence and respectful relationships.

This policy applies to part-time alternative provision commissioned by a school or council and to private tuition delivered during the day, evening or weekend, including online, home and community sessions. It applies while learners are attending, arriving, leaving, taking part in an organised activity or communicating online in a way connected with the provision.

Placement status Hindle's is normally one part of a learner's education package. A commissioning school retains responsibility for its statutory behaviour, attendance, suspension and exclusion duties. Hindle's may manage its own sessions and may pause or end a placement under section 14, but it does not issue a statutory school suspension or permanent exclusion.

2. Aims and behaviour culture

The policy aims to:

- protect the safety, dignity and learning of every child, young person and adult;
- promote honesty, politeness, respect, tolerance, inclusion and the fundamental British values;
- make expectations simple, predictable and appropriate to the learner and setting;
- recognise positive choices and teach the skills needed to repair harm and resolve conflict;
- respond to behaviour in a fair, proportionate and restorative way;
- identify safeguarding, SEND, mental-health, communication or other needs that may affect behaviour; and
- work constructively with learners, parents/carers, commissioners and other professionals.

Behaviour can communicate distress or unmet need. Understanding its cause is important, but it does not remove the need to protect others, set boundaries, repair harm and support safer choices.

3. Responsibilities

Director and leadership

- set and review the behaviour culture, train staff and monitor fair application;
- ensure safeguarding, equality, SEND and health-and-safety considerations inform decisions;
- support staff after serious incidents and oversee records, risk assessments and placement reviews; and
- liaise with parents/carers, commissioners and external agencies where required.

All staff and volunteers

All staff must read, follow, sign and return the acknowledgement for this policy. They must model calm and respectful conduct, establish routines, give clear instructions, notice positive behaviour, intervene early, make reasonable adjustments, record significant incidents and report safeguarding concerns immediately to a DSL. Staff must not use humiliation, threats, degrading treatment, collective punishment, corporal punishment or force as a punishment.

Learners

Learners are expected to participate, follow reasonable instructions, respect people and property, use safe and appropriate language, keep agreed boundaries, allow others to learn, follow technology rules and tell an adult about concerns. Expectations will be explained in a way the learner can understand.

Parents/carers and commissioners

Parents/carers should reinforce expectations, share relevant information, support agreed plans and attend reviews. Commissioners should provide accurate referral and risk information, identify a responsible contact, respond to incidents and participate in decisions about the wider education package.

4. Expected conduct

Expectation	What this means
Ready to learn	Arrive prepared, engage with agreed work, try, ask for help and follow session routines.
Respectful	Use appropriate language, listen, respect difference, personal space, privacy and dignity.
Safe	Follow instructions, remain in agreed areas, use equipment

Expectation	What this means
	safely and report risks or concerns.
Responsible	Look after property, accept support, be honest, repair harm and make a safer choice next time.

Discrimination or harassment connected with age, disability, sex, gender reassignment, race, religion or belief, sexual orientation, pregnancy or maternity, or any other protected or personal characteristic is not tolerated. Staff promote equality and challenge prejudicial language safely and promptly.

5. Positive support and recognition

Staff teach and reinforce behaviour rather than relying only on consequences.

Support may include:

- warm greetings, predictable starts and endings, visual routines and clear learning goals;
- specific praise, positive feedback, recognition of progress and communication with home;
- choices within firm boundaries, planned movement or regulation breaks and adapted tasks;
- co-regulation, emotion coaching, restorative conversations and problem-solving;
- individual targets, mentoring, a behaviour or regulation plan and multi-agency support.

Recognition is genuine, proportionate and inclusive. A learner is not publicly compared with others or denied access to their education because they cannot earn a reward.

6. Responding to behaviour

Staff use the least intrusive response likely to restore safety and learning. The usual graduated response is:

1. A calm reminder of the expectation.
2. A clear redirection, with processing time and an appropriate choice.
3. A brief, supervised change of seat, task, tutor or regulation space where helpful.
4. A private restorative conversation and an agreed action to repair harm.
5. Contact with home and, for commissioned placements, the school or council.
6. A reviewed support plan, risk assessment or placement meeting where behaviour is repeated or serious.

Consequences must be lawful, reasonable, proportionate, related to the behaviour and adjusted where disability or additional need is relevant. They may include completing missed learning, repairing or replacing damage where agreed, an apology or restorative action, restricted access to an item or activity, increased supervision, or a placement review. Educational work must remain accessible wherever it is safe and practicable.

Regulation space A learner may be offered a quiet, supervised, time-limited space to regulate. This is not punishment or seclusion. Staff maintain appropriate observation, check welfare and help the learner return to learning safely.

7. SEND, disability and additional needs

Hindle's applies expectations fairly, which does not always mean treating every learner identically. Staff consider disability, SEND, communication needs, trauma, adverse experiences, mental health, neurodivergence, medication, sensory needs and the learner's age and understanding. Reasonable adjustments may include visual prompts, simplified language, additional processing time, planned breaks, reduced sensory demand, adapted seating, a trusted adult or an individual regulation plan.

A sanction is not imposed for behaviour that the learner could not reasonably avoid because of disability without considering reasonable adjustments. Emerging or escalating behaviour may lead to consultation with parents/carers, the commissioner, DSL, SENCO or relevant professionals. Safeguarding action is taken whenever required.

8. Bullying, discrimination and child-on-child abuse

Bullying, cyberbullying, intimidation, sexual harassment, sexual violence, coercion, discriminatory abuse, harmful sexual behaviour, initiation or hazing, image-based abuse and abuse within intimate relationships are not accepted or dismissed as banter or part of growing up. Reports are listened to, recorded and referred to a DSL. Immediate safety, confidentiality, the wishes and needs of the affected learner, risk to others and the need for external referral are considered.

Support and proportionate action are provided for all involved. Learners who cause harm may also have unmet needs, but the affected learner is never expected to resolve the matter through an unsafe meeting or unwanted mediation.

9. Serious or unsafe behaviour

Serious incidents include physical aggression, credible threats, weapons, drugs or alcohol, deliberate significant damage, dangerous absconding, serious bullying or discrimination, sexual violence or harassment, criminal behaviour, or conduct creating an immediate risk of harm. Staff priorities are to protect people, call for assistance, move others to safety, use de-escalation and contact emergency services where necessary.

The Director/DSL is informed immediately. Parents/carers and the commissioner are contacted as soon as it is safe and appropriate. Staff preserve evidence, make a factual record, consider medical attention, safeguarding referral, police involvement, risk assessment and a return-to-learning or placement meeting. A child is not automatically treated as a criminal because an allegation is made; responses remain child-centred and evidence-informed.

Leaving or absconding

If a learner leaves an agreed area or the premises without permission, staff follow the Missing Learner/Absconding Policy. Staff do not pursue a learner into danger. They maintain sight only where safe, alert the office and DSL, check known risks, contact parents/carers and the commissioner, and call police or emergency services according to the assessed risk.

10. Mobile phones and technology

Classrooms are phone-free. Learners must switch off mobile phones and personal devices and keep them stored as directed before learning begins. Staff may authorise limited use for a specific learning task, medical requirement, accessibility adjustment, safe travel arrangement or safeguarding reason.

Unauthorised use, recording, photography, messaging or online sharing is addressed promptly. Staff may ask the learner to put the device away or place it in agreed secure storage. Repeated or unsafe use is reported to parents/carers and the commissioner and may result in an individual device agreement. Suspected harmful or illegal content is not searched informally; staff preserve safety and seek DSL, police or specialist advice.

11. Prohibited items and property

Weapons, drugs, alcohol, tobacco and vaping products, stolen items, fireworks, pornographic material and any item intended or likely to cause injury, intimidation or serious disruption are prohibited. Hindle's does not rely on statutory school search powers. Staff may ask a learner to hand over an item or, with informed

consent and another adult present where practicable, show the contents of a bag. Staff do not conduct intimate or strip searches.

If consent is refused or risk remains, staff protect others, contact the Director/DSL, parent/carer, commissioner or police as appropriate. A dangerous item may be secured only where this can be done safely. Confiscated property is recorded, stored securely and returned, transferred to police or disposed of lawfully according to risk and ownership.

12. Restrictive intervention and reasonable force

Prevention and de-escalation are always the starting point. Restrictive intervention or reasonable force may be used only by an appropriate member of staff when it is necessary to prevent immediate harm or serious damage, no less restrictive response is sufficient, and the action is proportionate to the risk. It must be the minimum force for the shortest time and must never be used as punishment, to cause pain, or simply to secure compliance where no immediate risk exists.

Staff consider known medical, SEND, trauma and communication needs. After any significant intervention, welfare and first aid are checked, the learner is supported to recover, the Director/DSL is informed, a factual record is completed promptly, parents/carers and the commissioner are notified unless this would create a safeguarding risk, and the risk assessment is reviewed. The learner and staff receive an appropriate debrief. Complaints or safeguarding allegations are handled under the relevant policy.

13. Off-site and online behaviour

Hindle's may respond to off-site or online behaviour connected with its learners, staff, activities or reputation where it affects safety, safeguarding, relationships or the orderly delivery of education. Examples include cyberbullying, threats, discriminatory abuse, sharing images without consent, targeting staff or another learner, or behaviour while travelling to and from a session. The response depends on the connection to the provision, evidence, risk and Hindle's authority. Parents/carers, the commissioner, DSL, platform provider or police may be involved.

14. Pausing or ending a placement

Where risk cannot be managed safely, the Director may pause a Hindle's session or placement while an urgent safeguarding and risk review takes place. This is not a statutory school suspension. The learner, parent/carer and commissioner are told the reason, immediate arrangements, information required and review point. For

commissioned placements, the school or council remains responsible for the learner's wider education and any statutory decision.

A commissioned placement may be changed or ended only after consultation with the commissioner, except where immediate safety requires a temporary pause. A private tuition place may be ended under the written Terms and Conditions following serious or repeated breaches, after reasonable adjustments and safeguarding considerations. Decisions are recorded, proportionate and communicated in writing, with the complaints route explained.

15. Attendance, recording, complaints and review

Attendance and punctuality

Attendance, lateness, cancellations, safeguarding follow-up and private tuition charges are governed by the separate Attendance Policy and Terms and Conditions. Behaviour and attendance decisions are related but distinct. Lateness does not extend a booked private lesson where another learner follows. A learner is not labelled as badly behaved merely because absence or lateness reflects illness, disability, anxiety, transport difficulty or another barrier requiring support.

Records and information sharing

Significant incidents are recorded factually, promptly and without discriminatory language. Records identify what happened, context, witnesses, actions, injuries, notifications, the learner's account, adjustments considered and follow-up. Behaviour information is shared only when lawful, necessary and proportionate, including with parents/carers, commissioners and safeguarding agencies. Records are stored under the Data Protection Policy and retention schedule.

Complaints and allegations

Concerns about application of this policy should be raised with the tutor or Director and may proceed under the Complaints Policy. Allegations or low-level concerns about staff are reported under the Safeguarding and Staff Code of Conduct procedures. Safeguarding action is never delayed while a complaint is considered.

Review and principal sources

The policy is reviewed annually and sooner after a significant incident, change in provision, legal development or updated guidance.

- Department for Education, Behaviour in schools: advice for headteachers and school staff (updated February 2024).
- Department for Education, Restrictive interventions, including use of reasonable force, in schools (effective April 2026).

- Department for Education, Searching, screening and confiscation at school (July 2022), considered only where relevant to Hindle's non-school status.
- Department for Education, Keeping children safe in education 2026 (effective 1 September 2026).
- Equality Act 2010 and SEND Code of Practice: 0 to 25 years.

Appendix A: staff response guide

Situation	Immediate response
Low-level disruption	Connect calmly; remind; redirect; allow processing time; praise the next safe choice.
Distress or escalation	Reduce demands and audience; offer space and co-regulation; check triggers, communication and safety.
Bullying or harmful behaviour	Stop safely; separate if needed; listen; preserve evidence; record; inform a DSL and support the affected learner.
Immediate danger	Call for assistance; move others to safety; call 999 where necessary; use only necessary and proportionate intervention.
Learner leaves	Follow the Missing Learner/Absconding Policy; do not pursue into danger; alert the office/DSL and contact home/commissioner/police according to risk.
After a serious incident	Check welfare and first aid; notify; record facts; debrief; review risk and support before return.

Key contacts

Role/service	Contact
Hindle's office	0161 764 2415
Lead DSL / Director	Miss Joanne C. Hindle joanne@hindlesschoolofexcellence.co.uk
Additional DSLs	Miss Julie Helm Miss Jade McFarlane Mr Aman Javed
Emergency services	999 — immediate danger or crime in progress
Police non-emergency	101

Appendix B: learner and parent/carers agreement

I have read, or had explained to me, the Behaviour Policy. I understand the expectations, the support available and how concerns can be raised. I agree to work with Hindle's to keep learning safe, respectful and productive.

Learner	Parent/carer
Name: _____	Name: _____
Signature: _____	Signature: _____
Date: _____	Date: _____

Staff acknowledgement

Please note: all staff are required to follow the guidelines in this document. Please read, sign and return this acknowledgement.

Staff member	Manager/checker
Name: _____	Name: _____
Role: _____	Signature: _____
Signature: _____	Date received: _____
Date: _____	

Safeguarding reminder If behaviour may indicate abuse, exploitation, neglect or immediate danger, follow the Safeguarding and Child Protection Policy and report to a DSL without delay.