

## Behaviour and Attendance Policy

### Aims

- To ensure that Reflective School Support tuition or training activities can take place effectively with pupils demonstrating a positive attitude to learning
- Reflective School Support staff will recognise that pupils receiving 1:1 tuition may have been excluded from school because of challenging or disruptive behaviour but will be given a new opportunity in a different context which can make a difference to their learning.
- Reflective School Support tutors recognise that an individual tuition session can be intense and will require sensitivity to pupil's ability to concentrate
- To provide opportunities through P.H.S.E. sessions to consider issues related to behaviour and attitudes to learning and school
- To ensure that parents are crucial in supporting appropriate behaviour, especially if the tuition takes place in their home.
- The behaviour of pupils should be seen in the context of their circumstances
- Reflective School Support staff should maintain realistically high expectations of pupil behaviour
- Individual Pupil Learning Plans will identify expected standards of conduct in simple terms and in agreement with pupils and parents.
- To ensure that policy and procedures support all pupils with protected characteristics under the Equality Act 2010
- To ensure policy and procedures follow guidance regarding behaviour management of pupils according to the Department for Education '[Guidance on Behaviour and discipline in schools](#)'.

### Intervention Strategies

All Reflective School Support tutors will be expected to employ positive behaviour management strategies using a range of intervention techniques to bring pupils back to appropriate levels of effort and concentration should this be required.

Engaging and well-pitched and paced lessons will reduce the likelihood of off task or inappropriate behaviour.

Partnership with parents is essential. If pupil's behaviour is causing concern despite the use of a range of good practice techniques such as using choice, positive correction and tactical ignoring (see appendix for guidance) then the supervising parent may be asked to intervene.

If behaviour continues to be challenging or becomes aggressive or abusive then it may be necessary to warn the pupil and parent that the session could be postponed or ended if behaviour does not improve.

Reflective School Support staff should always remain calm and positive and retreat from a situation rather than confront if this will affect their personal safety or that of others around them. Staff will be given the opportunity to discuss any concerns with colleagues and identify and training needs.

Bullying behaviour should not be a concern in a 1:1 session but staff should be vigilant for any references to on –line bullying by the pupil and refer this to parents or the DSL.

Praise postcards can be used to recognise good behaviour, attitude to learning or particular good pieces of work.

**PHYSICAL INTERVENTION OR RESTRAINT SHOULD NEVER BE USED TO MAINTAIN DISCIPLINE.**

### **Attendance**

Developing a regular pattern of attendance to tuition sessions is vital and Reflective School Support Tutors and Directors carefully monitor attendance and punctuality and report any absence to schools or other commissioners.

Term time holidays are rarely requested and the decisions to give permission for these are made by commissioning schools or Local Authorities.

Procedures:

If the pupil is to be absent from a session, the parent/carer must follow the following procedures:

Contact Reflective School Support or the pupils tutor on the first day of absence before 8:30am by telephone 07985686992 and use voicemail or text if there is no answer.

When a tutor attends a session at a pupil's home, if they do not respond, the tutor will wait for 15 minutes, check with Reflective Admin team to contact parents and if there is still no response logs this on the pupil's learning plan, the referring agency will be contacted.

If the session is planned in a community session and a pupil does not attend, this will be followed up with the parents in the first instance and commissioning agency subsequently. Prolonged absence, including from home will be reported to the Police and/ or Children Missing in Education team in the relevant Local Authority.

## **Punctuality**

We understand that many of our pupils will find engaging in sessions after a period of absence from school, or given their ill health, and will require significant support. Tutors will take a solution focused approach to resolving any obstacles to good attendance or punctuality. We also recognise that encouraging children to engage in an alternative education provision, particularly in the early stages, can be challenging. Therefore, we promote an ethos of openness and consistency of approach to provide a safe and supportive environment with clear expectations and mutual respect.

### Record keeping and Follow up

Any significant incidents of poor behaviour should be recorded in the outcomes of the lesson and reported to Deborah Barnes from Reflective School Support as lead.

The incident should be discussed with the pupil, parent and any representatives of commissioners before the next timetabled session with the Individual Pupil Learning Plan and risk assessment revised as appropriate.

Given the circumstances of individual pupils a restorative approach which gives opportunities for reparation will be used. Using a 'solution focused' approach is part of the Reflective School Support approach to all situations. However, it may be in extreme circumstances that the pupil may require tuition at a ratio of 2:1 or contract may be terminated by agreement with the commissioner if the continuation would compromise health and safety of staff.




16.7.20

Reviewed 19/7/23

# behaviour management

## on-the-spot techniques



**BR**  
Bill Rogers

**Classroom Behaviour:**  
A PRACTICAL GUIDE TO EFFECTIVE TEACHING BEHAVIOUR MANAGEMENT AND COLLEAGUE SUPPORT 2015

**“ You establish what you establish. ”**

### Key Principles

- 1 Keep language 'least intrusive'
- 2 Avoid unnecessary confrontation
- 3 Keep a respectful and positive tone
- 4 Re-establish relationships quickly
- 5 Be assertive not aggressive

### Take Up Time

#### Give thinking time


Address the primary behaviour and give the student time to think by taking your eyes off the individual. Tactically ignore any negative reactions. If this doesn't work, make the consequence clear: "If you choose not to... I will follow this up at the end of the lesson."




### Positive Corrective Language

**Pause and describe what you want to see**  
It is the teacher's role to communicate a sense of calmness, order and focus. We must calm ourselves before we calm our students. Instead of making requests or make demands, it is better to describe what we see and direct the expected behaviour. It is critical to be consistent with this approach.

**DESCRIPTIVE CUE**  
A number of students are talking.



**POSITIVE LANGUAGE**  
Setting down now everyone. Thanks.



### Primary Behaviour

#### Focus on the primary behaviour

Going 'walk-about' around the room helps to calm and settle students before beginning the lesson formally. When circulating, keep the level of intrusion low unless it is necessary to intervene with more serious behaviours. When interacting, always keep the focus on the primary issue.

**ADDRESS RUDENESS**  
Excuse me. Now, I'm not speaking like that to you in that tone of voice.



**PRIMARY BEHAVIOUR**  
Thank you. Now, please put your chewing gum in the bin.




### Directed Choice


#### Give the student a clear directed choice

Check in with the student first and ask how their work is going before calmly giving the student a clear directed choice. Giving a choice about the consequences helps to diffuse any potential conflict. Refer to the school behaviour guidelines and tactically ignore any negative reactions.

**ENGAGE POSITIVELY**  
How's the work going Grace? Is there anything I can help you with?



**GIVE DIRECTED CHOICE**  
I noticed your phone. I want you to put it in your bag or put it on my desk.



### Tactical Ignoring

#### Ignore secondary behaviours

Young people are often insecure in social settings which can lead to eye rolling, sighing etc. These secondary behaviours should be tactically ignored because they are often not the primary behavioural issue. Tactically ignoring these behaviours subconsciously conveys a sense of control to the class.

### Partial Agreement

#### Side-step secondary behaviours

Partial agreement is a way to side-step secondary behaviours and draw focus back to the primary issue. It usually involves using two words – 'maybe' and 'but'. For example, acknowledge the student by saying, "Maybe you aren't ..." then reiterate your instruction, "but I need you two to work silently."

### Following Up

#### Repair and rebuild relationship

It is important for teachers to take time to follow up with a student to repair and rebuild the relationship before they come back to class. Model the student's behaviour without patronising them and refer back to the student behaviour agreement. Always separate with the student amicably.

■ Designed by JAMIE CLARK | @XpatEducator