



FYLDE AP & EDUCATION SERVICES LTD

Behaviour Policy

A flexible, relationship-first approach to behaviour in 1:1 tuition.

Document title	Behaviour Policy
Organisation	Fylde AP & Education Services Ltd (Company No. 15495677)
Registered office	10a Tithebarn Street, Poulton-le-Fylde, FY6 7BX
Statutory basis	Equality Act 2010 (reasonable adjustments); aligned with the Company's Safeguarding Policy and Low or No Restraint Policy
Policy Lead	Rachel Swarbrick, Director — rachel@fyldeap.co.uk
Version	1.1
Effective date	May 2026
Last updated	24 August 2026
Next review	24 August 2027
Supersedes	Behaviour Policy v1.0 (24 August 2026); Behaviour Policy (3 July 2025)
Related documents	Safeguarding Policy; Health and Safety Policy; Low or No Restraint Policy; Code of Conduct Policy

Purpose

To ensure a calm, respectful and safe learning environment where all pupils can thrive and tutors can teach effectively. This policy recognises that many of our learners engage in 1:1 tuition precisely because conventional school environments have not worked for them. Our approach prioritises mutual respect, flexibility and trust — while maintaining clear boundaries that keep everyone safe and sessions productive.

1 Aims

- Promote a positive, flexible and consistent approach to behaviour that is adapted to the individual learner.
- Support pupils in developing self-regulation, respect and responsibility at a pace that suits them.
- Ensure tutors and pupils feel safe, valued and respected at all times.
- Provide a framework for managing any behavioural issues fairly, calmly, and without resorting to conventional school-based sanctions that may not be appropriate in a 1:1 context.
- Recognise that behaviour is often communication — and respond accordingly with curiosity rather than judgement.

2 Our Approach to 1:1 Tuition

Fylde AP & Education Services Ltd works with many learners who have found it difficult to thrive in mainstream school settings. This may include pupils with neurodiverse conditions (such as ADHD, autism, dyslexia or anxiety), those with SEMH (social, emotional and mental health) needs, or those who simply learn better in a flexible, 1:1 environment.

In a 1:1 setting, the tutor-pupil relationship is central. We do not expect learners to conform to rigid, school-style rules. Instead, we aim to:

- Build a genuine, trusting relationship between tutor and pupil.
- Agree on how sessions will work collaboratively, wherever possible involving the pupil in setting expectations.
- Be flexible about how learning happens — including pace, format, seating, movement and communication style.
- Recognise that some pupils may need time to settle, decompress or simply talk before they are ready to engage academically.
- Understand that unconventional behaviour is not automatically a problem — what matters is that both tutor and pupil feel respected and that learning can take place.

Note: Flexibility does not mean an absence of boundaries. Mutual respect remains non-negotiable, and the safety and wellbeing of both tutor and pupil is always the priority.

3 Expectations for Pupils

We keep our expectations simple and framed around respect rather than compliance. Pupils are expected to:

- Treat their tutor with basic respect — this does not require formal language or sitting still, but does mean not being deliberately unkind, threatening or destructive.

- Try to engage with learning in whatever way works best for them — we understand this looks different for everyone.
- Speak up if they feel confused, uncomfortable, upset, or need a break.
- Respect the learning space and any materials or equipment used.
- Understand that the tutor is there to help them, and that the relationship works best when both parties are honest and open.

We do not expect pupils to follow instructions immediately and without question, to sit quietly for long periods, or to behave in ways that are at odds with their individual needs. Where expectations need to be adjusted, tutors will work with the pupil and their parent or carer to find an approach that works.

4 Expectations for Tutors

Tutors will:

- Approach each learner as an individual, taking time to understand their background, needs and preferences before imposing expectations.
- Model calm, respectful and consistent behaviour at all times.
- Avoid punitive or shaming responses to behaviour — instead, respond with curiosity and compassion.
- Praise effort, engagement and progress — however small.
- Be transparent with pupils about session expectations, and invite input wherever appropriate.
- Liaise with parents or carers to understand the pupil's wider context and any strategies that have worked well elsewhere.
- Record and report ongoing concerns — including behaviour that may indicate a safeguarding concern — to management.
- Seek guidance from the Designated Safeguarding Lead or management if unsure how to respond to a particular behaviour.

5 Managing Challenging Behaviour

In a 1:1 context, 'challenging behaviour' is understood in relative terms. What might appear challenging in a classroom may be entirely appropriate or manageable in a 1:1 session. Tutors are encouraged to use professional judgement and to adapt their response to the individual.

Where behaviour makes it difficult to continue the session productively, or raises a concern for safety, the following steps may be used — in whatever order is most appropriate to the situation:

5.1 Check In

Before responding to unwanted behaviour as a discipline issue, consider whether something else may be going on. Ask the pupil how they are feeling. A simple 'are you okay?' can open a conversation and reduce tension.

5.2 Gentle Redirection

A calm, non-confrontational reminder of what the session is for and what is expected. This should never be delivered in a way that feels like a threat or a public reprimand.

5.3 Break or Change of Activity

If a pupil is dysregulated, frustrated or overwhelmed, a short break or switch in activity can be more effective than pressing on. Tutors have the discretion to restructure a session as needed.

5.4 End the Session Early

If a pupil is unable to engage, or if the tutor feels the session cannot continue safely, it may be ended early. This should not be presented as a punishment, but as a neutral decision that the session will continue at another time.

5.5 Parent/Carer Contact

Where behaviour is a pattern or raises concern, the tutor will inform management, and parents or carers will be contacted. This is not about reporting the pupil, but about working together to support them.

5.6 Review

If challenging behaviour continues, a review will take place involving the tutor, management, and the parent or carer. This may result in adjustments to how sessions are delivered, additional support strategies, or in rare cases, a decision about whether tuition can continue.

At no point should a pupil be physically restrained, shouted at, humiliated, or placed in an unsafe situation. Any physical intervention is governed separately by the Low or No Restraint Policy, which permits it only as an exceptional last resort, using Team Teach-approved techniques applied by trained staff — never as a behaviour management strategy. Any use of inappropriate behaviour management by a tutor will be treated as a serious matter.

6 Boundaries That Always Apply

Whilst we aim to be flexible, the following are non-negotiable in all sessions:

- Physical safety — no physical harm to the tutor, pupil, or any other person present.
- No use of threatening, abusive or discriminatory language directed at the tutor.
- No deliberate destruction of property.
- Both tutor and pupil have the right to end a session if they feel unsafe.

Where any of the above occurs, the session may be ended immediately and the matter reported to management and, where appropriate, the Designated Safeguarding Lead.

7 Reasonable Adjustments

We understand that some pupils may have neurodiverse conditions, SEMH needs, or other factors that affect how they engage in a session. Where this is the case, tutors will:

- Work with parents or carers before sessions begin to understand the pupil's needs, triggers and preferred approaches.
- Adapt their communication style, pace and session structure accordingly.
- Use agreed tools such as visual prompts, movement breaks, or alternative formats where helpful.
- Never expect a pupil to mask or suppress neurodivergent traits in order to participate.
- Implement a personalised behaviour support plan where needed, in collaboration with parents/carers.

8 Positive Reinforcement

We promote a positive learning environment by:

- Noticing and naming positive behaviour, effort and progress — however small.
- Celebrating achievements in ways that feel meaningful to the individual pupil.
- Encouraging self-reflection and self-celebration.
- Using reward systems (such as sticker charts or certificates) where agreed with the pupil and their family.
- Ensuring that feedback is always constructive and kind.

9 Safeguarding

Any behaviour that raises a safeguarding concern — including disclosures of harm, violence, extreme emotional distress, or behaviour that suggests a pupil may be at risk — will be handled in accordance with the Company's Safeguarding Policy. This will be reported promptly to the Designated Safeguarding Lead (DSL).

10 Policy Review

This policy is reviewed annually or following any significant incident. It is also reviewed whenever significant changes to the nature of our provision occur, including changes in the pupil population we serve.

Signed:

Rachel Swarbrick

Director

Date: 24.8.2026

Rachel Swarbrick, Director

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