

Behaviour Policy

Wealth of Knowledge Tuition | Dr Eleanor Hockley, Sole Trader

Effective date	14 October 2026
Review date	October 2027 or sooner following a significant incident or change in guidance
Applies to	All learners receiving tuition, Alternative Provision and EOTAS-related services

1. Purpose and principles

Wealth of Knowledge Tuition is committed to a safe, respectful and inclusive learning environment in which children and young people can participate, develop confidence and make progress. This policy sets out how behaviour is understood, supported and responded to within a specialist, predominantly one-to-one service.

Behaviour is considered in context: it may communicate unmet needs, distress, sensory overload, communication differences, anxiety, fatigue or difficulty accessing a task. Support is individualised and proportionate. This approach does not remove expectations of safety, dignity and respect for everyone involved.

2. Scope and responsibilities

Dr Eleanor Hockley is the sole-trader proprietor and is responsible for implementing, monitoring and reviewing this policy. It applies during face-to-face, online and other agreed learning activities. Where education is commissioned by a local authority or another organisation, the applicable placement agreement, safeguarding requirements and individual risk assessments must also be followed.

3. Positive, preventative approaches

- Build trusting relationships and establish predictable, clear and achievable expectations with the learner.
- Use learner voice, strengths, interests and preferred communication methods when planning sessions.
- Make reasonable adjustments for disability and SEND, including sensory, communication, processing and executive-function needs.
- Offer choices, visual supports, movement and regulation breaks, flexible pacing and appropriate task scaffolding.
- Recognise effort, participation and progress without relying on rewards or praise that the learner finds uncomfortable.
- Use collaborative problem-solving and review triggers or barriers when difficulties recur.

4. Shared expectations

Expectations are explained in accessible language and adapted to developmental level and individual needs. Everyone should be treated respectfully; physical and emotional safety must be protected; equipment and learning spaces should be used safely; and concerns should be raised and heard. A learner will not be penalised for disability-related differences, communication needs, needing breaks or being unable to complete a task.

5. Distress, refusal and disengagement

If a learner declines an activity, disengages or becomes distressed, the immediate response will be calm and non-confrontational. The tutor will consider whether the task, environment, relationship or demands need adjustment, and may reduce language, allow time, offer a choice, change activity, introduce a break or end the session if necessary. Refusal alone is not treated as misconduct.

Repeated difficulties will prompt review with the learner, family and relevant professionals or commissioning authority, as appropriate. Changes to commissioned provision, including significant reductions in hours or alterations to location or delivery, will be agreed through the relevant commissioning arrangements.

6. Behaviour presenting a risk of harm

Where behaviour creates an immediate risk to the learner, tutor or others, safety takes priority over continuing teaching. The tutor will remain calm, use verbal de-escalation where possible, increase space, remove avoidable hazards where safe and seek assistance or emergency services when required. The session may be ended or suspended where it is unsafe to continue.

Wealth of Knowledge Tuition does not use corporal punishment, humiliation, seclusion or punitive restraint. As a sole-trader tutoring service, it does not operate a planned physical-intervention programme. Any emergency action to prevent immediate harm must be lawful, necessary, proportionate and followed by appropriate reporting and review. Physical intervention is not a routine behaviour-management strategy.

7. Consequences, repair and restorative practice

Punitive sanctions, public behaviour charts and blanket reward/penalty systems are not used. Where an incident has affected another person or damaged property, an age- and needs-appropriate restorative conversation or practical repair may be offered once the learner is regulated. Responses must not shame, coerce or exclude the learner from education without appropriate review.

8. Bullying, discrimination and harmful behaviour

Bullying, harassment, discriminatory language and harmful behaviour are taken seriously, including in online sessions. The tutor will respond promptly, consider safeguarding implications, record material incidents and work with the learner, family and commissioning authority as appropriate. Responses will consider intent, communication differences and the impact on those affected.

9. Safeguarding and escalation

Where behaviour indicates possible abuse, exploitation, self-harm, significant risk or other safeguarding concerns, the Safeguarding and Child Protection Policy takes precedence. Immediate danger will be referred to emergency services. Concerns will be recorded factually and shared without delay with the appropriate safeguarding contact or statutory service according to the circumstances and applicable referral arrangements.

10. Recording, reporting and communication

Significant incidents will be recorded promptly and factually, noting antecedents or context, the learner's presentation and account where possible, actions taken, any injury or damage, notifications made and agreed follow-up. Records will be stored securely in accordance with data protection and retention arrangements.

Parents/carers and commissioning authorities will be informed where required by safeguarding obligations, the placement agreement or the seriousness of the incident. Information will be shared on a need-to-know basis. Routine difficulties with engagement will be discussed sensitively and without stigmatising language.

11. Risk assessment and review of provision

Where a foreseeable risk is identified, an individual risk assessment and proportionate safety plan will be developed or updated in consultation with the learner, family, commissioner and relevant professionals as appropriate. The plan may address triggers, early warning signs, communication preferences, de-escalation approaches, environmental adjustments, exit arrangements and emergency contacts.

If risk cannot be managed safely within a one-to-one sole-trader service, the tutor will consult the commissioning authority promptly about suitable alternative arrangements. No permanent withdrawal from commissioned provision will be assumed without following the relevant contract and safeguarding requirements.

12. Learner voice and complaints

Learners will be supported to express how sessions feel and what helps them, verbally, in writing, through visual choices or other accessible means. Their views will inform review of incidents and adjustments. Learners and families may raise concerns through the Complaints Procedure without fear of adverse treatment.

13. Related documents and review

This policy should be read alongside the Safeguarding and Child Protection Policy, Health and Safety Policy, Complaints Procedure, Data Protection Policy, individual learner plans and risk assessments, and relevant commissioning agreements. It will be reviewed at least annually and after any significant incident or change in guidance or service delivery.

Policy owner: Dr Eleanor Hockley | Wealth of Knowledge Tuition