



Policy Focus	Behaviour for Learning
Lead Policy Holder	Principal - Jessica Hunter
Designated Governor	June Palmer
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Glossary of Acronyms (if applicable)

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ELT	Extended Leadership Team
MTS	Medical Tuition Service
CAMHS	Children and Adolescent Mental Health Services
AP	Associate Principal
B4L	Behaviour for Learning



Preface – Our Intentions & Values

Our Medical Tuition Service is a place where self-development, awareness and well-being are at the core of what we do. Without these elements sitting at the forefront of our setting, long term academic achievement would not be an option for our young people as a result of their medical needs. The safety and wellness of our students is our greatest priority and nurture and removing barriers is central to our environment as a result.

We are a supportive stepping-stone for young people currently unable to attend mainstream as a result of medical need, and our offer is one that facilitates them in successful future transitions.

We place great value on teaching resilience, self-care, grit, independence, stickability and problem facing skills across our Curriculum Model. Our places are not permanent, and we make student's preparation for next steps and ability to access wider life and learning our priority.

Beyond Learning

- We recognise and value the potential in all of our students and only model 'can-do' attitudes.
- We strive to develop the whole learner, to go beyond just their academic achievement.
- Caring for and preparing our young people to lead and maintain healthy lifestyles and attitudes is at the forefront of what we do.
- We go beyond learning, in order for all of our students to become confident with their place in the world of education; work; society; family; community and beyond - through a rigorous and bespoke Learning and Transition Programme.
- We welcome our learners into MTS with a carefully designed and supportive curriculum that will enable their academic achievement now, whilst simultaneously facilitating our young people in developing the life skills they will need to become independent, well rounded, happy, healthy and successful individuals in the future.

At MTS we aim to create a collaborative working ethos which engenders the following:

- **Celebration and Humour** → we feel good about ourselves
- **Collegiality** → we are working together towards a common purpose → the success of our setting
- **Continuous Improvement** → we can get better; we will get better
- **Lifelong Learning** → learning is for everyone
- **Mutual Respect** → everyone has something to offer
- **Openness** → we can discuss our differences with mutual respect
- **Responsibility for Success** → we must succeed; we will succeed
- **Risk Taking** → we learn by trying something new – we must model that for our students
- **Shared Goals** → we know where we are going and why
- **Support** → there is always someone there to help



Policy Aims

At MTS the Behaviour for Learning Policy is set out to promote good behaviour, trust, self-awareness, support and mutual respect, in line with our core values. We ensure all students are safeguarded and any issues from within, or outside of setting hours, are dealt with in a timely manner and in line with this policy.

The setting believes that for effective teaching and learning to take place, positive behaviour in all aspects of setting life is necessary. We seek to create a learning environment which both challenges and supports by:

- Promoting positive behaviour and attitudes
- Celebrating our differences
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fair treatment for all, accounting for the individual needs of each student
- Encouraging consistency of response for individual needs, to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Building a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the setting's policy and procedures
- Encouraging good attendance and punctuality
- Expecting the highest standards of work and effort within a caring, orderly and inclusive learning community.

Roles and Responsibilities

Staff

The Principal and SENDCo will evaluate the policy for the promotion of positive behaviour and keep it under review. They will be responsible for supporting both staff and parents or carers should there be any instances in which behaviour needs to be dealt with. One of the roles of the Senior Leader Team (SLT) will be to provide strategies through the SENDCo and Pastoral Support Manager to deal with any presentations that are behavioural in nature.

With the support of the Pastoral Team and safeguarding leads, all staff have responsibility for:

- Creating a high-quality learning environment
- Teaching positive behaviour
- Upholding the setting's expectations of students
- Implementing the agreed policy and procedures for each individual and the needs outlined in their personal safety plans



Parents and carers

MTS expects parents and carers to take responsibility for the behaviour of their child both inside and outside the setting. They are expected to assist the setting in maintaining safety of students by imparting knowledge that may impact on a student's ability to behave appropriately during the day. Also, to work with the setting on any interventions necessary to support a student's place with MTS, as decided on by the Principal.

Students

MTS expects students to take responsibility for their own behaviour and are made aware of the setting policy, procedures and expectations and our Rule of Three warning system. Students also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment are reported.

Procedures

The procedures arising from this policy will be developed by the Principal, SENDCo and our Pastoral team in consultation with the ELT and whole staff where appropriate. The procedures make clear to the students how acceptable standards of behaviour can be achieved and have a clear rationale which is shared with staff, students and parents. The procedures are consistently and fairly applied, with regard to individual circumstances. Our aim is to promote the idea of personal responsibility and that every member of the setting has a responsibility towards the whole community.

Rewards

A setting ethos of encouragement is central to the promotion of positive behaviour. Rewards have a motivational role in helping students realise that positive behaviour is valued. Positive points are awarded through CPOMS. A whole school focus on our core values means that students are praised and their personal development achievements recognised through log books which are populated by all staff in all areas.

Sanctions

Sanctions are needed to respond to inappropriate and unacceptable behaviour. A range of sanctions are designed to promote positive behaviour in the future. The Rule of Three procedure make a clear link between the sanctions applied for minor and major offences. All major sanctions are applied by the on roll school, whom have the overall say on what sanction will be applied. If a high level of sanction is required, this may mean the placement of the student is questioned. Corporal punishments are illegal. The setting reserves the right to sanction a student without parental consent but always strives to ensure that the parent or carer receives prompt notice of the sanction within 24 hours. The rule of three clearly lays out the sanctions used by MTS staff and is communicated with parents and carers through the home-school agreement.

Training

The setting will ensure that appropriate training on aspects of behaviour management is provided to support the implementation of the policy.



Involvement with outside agencies

The setting partners with outside agencies including Children and Adolescent Mental Health Services (CAMHS), Early Help Team, Health professionals and the on roll school. It seeks support from them to ensure that the needs of all students are met by utilising the range of external support available.

Review

The Principal, in consultation with staff, will monitor and review the Behaviour for Learning policy and procedures. Regular review will evaluate procedures to ensure that the approach is effective, consistent and in line with students' individual needs. The Principal will keep the Local Authority Informed. The review will take place in consultation with the Principal, staff and Governing Board.

Medical Tuition Service - Code of Behaviour and Expectations of Students

The Behaviour for Learning Policy is a statement of good practice that covers all aspects of life at the Medical Tuition Service. We outline clear expectations of positive behaviour in line with our ethos. All staff, students, parents/carers and visitors are expected to help maintain an atmosphere conducive to learning, contributing to the acceptance of the diversity and individual needs of all students.

The service Core Values and Rule of Three detail the minimum standards expected of all students. They are displayed in communal areas and are part of the discussions with students. All staff refer to them in their work with students.

The Setting Code of Behaviour

Positive behaviour for learning provides the basis for positive engagement in learning. In line with our Core Values, it is vital that:

- We respect ourselves and others as individuals
- We seek to achieve our full potential
- We co-operate to make our setting a friendly, safe, healthy and respectful environment
- We understand that we are all different and have different needs
- We accept the consequences of our actions
- We follow the Rule of Three

Harmful Sexual Behaviours

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive. Child-on-child sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development.

Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected sexualised behaviour which doesn't have an overt element of victimisation or abuse.

As a learning community we are aware that harmful sexual behaviours will be witnessed and perpetrated. As a result, we have a duty of care to ensure that part 5 of Keeping Children Safe in Education is adhered to



by staff, students and visitors.

Harmful Sexual Behaviours are recorded by all staff through CPOMS and collated by the Designated Safeguarding lead. Support is offered to the child via the Pastoral Welfare Manager. Tutors can also be involved in sign posting students to support and involving parents and stakeholders in conversations about harmful sexual behaviours. Regular SMSC events focus on Harmful Sexual Behaviours and the Personal Development curriculum promote strategies for disclosure and challenge of such behaviours both inside and outside of the learning environment. “It does happen here” is our stance on Harmful Sexual Behaviours and our Behaviour for Learning guidance alongside the PSHE programme and policy promotes a clear culture of transparency and non-tolerance of such behaviours. Sanctions for proven Harmful Sexual Behaviours can include but are not limited to internal isolation and suspension, and in the most serious cases permanent exclusion. In all cases, staff at MTS will always refer to supportive processes for addressing such behaviours first.

Fixed Term Exclusions (FTEs) and Permanent Exclusion (PEX)

Students who attend the Medical Tuition Service remain on the role of the referring school. Where an incident of poor behaviour should occur in the initial instance it would be sanctioned by the classroom teacher and logged on our setting behaviour - rewards and sanctions – system, CPOMS.

Should a behaviour occur which could be deemed of an excludable nature - this would include one of the eleven DfE exclusion reasons, then MTS will seek a meeting with the on roll school to discuss a FTE and in appropriate circumstances a PEX.

Should a FTE be approved and supported by the on roll school, MTS will make contact with the parent or carer of the child/children involved and inform them of the reason for the exclusion and the planned return to setting meeting. At this meeting a FTE return to setting plan of reintegration will be completed and stored on the child’s MTS file and a copy sent to the on roll school. The on roll school will be invited to this reintegration meeting.

Should a PEX be appropriate then the on roll school will work alongside MTS to complete the PEX process. The parent or carer will be informed via the on roll school’s process and the appeal information will be included. All Torbay exclusion procedures will be followed and recorded as part of this process. All DfE permanent exclusion guidance will be adhered to and parent or carer will be provided with guidance around this literature.

As part of the section 19 Education duty of care, the on roll school will be responsible for providing 6-day provision post an PEX as is in line with the DfE guidance.



RIGHTS AND RESPONSIBILITIES

Students

Students have the right to:

- A personalised programme in which their needs are key to their experience
- Be educated to a high standard with access to a rich, interesting and varied curriculum
- Feel safe, secure, healthy and respected in a setting free from bullying or abuse
- Be confident that problems will be addressed in a relevant manner
- Learn in a pleasant environment

Students have the responsibility to:

- Meet and follow the setting's Core Values, B4L policy and the Rule of Three
- Accept the consequences of failing to do this
- Work with the setting, staff, external agencies, parents and on roll school to make progress

Parents and Carers

Parents and carers have the right to:

- Expect that their children are educated in line with their individualised program
- Expect that their children are listened to and treated with respect
- Be kept fully informed of their children's progress, including issues relating to their behaviour and be consulted if problems arise
- Be informed if their children are absent without explanation
- Have any complaint they make about their child being bullied taken seriously and investigated and resolved as necessary.
- To appeal to the Principal, on roll school and to the local authority, if they believe MTS has exercised its disciplinary authority unreasonably

Parents have the responsibility to:

- Support the setting's expectations of students.
- Respect the setting's behaviour for Learning policy and procedures and the disciplinary authority of staff
- Support the setting by encouraging students to adhere to making progress in line with their personalised programme and targets
- Send their child to MTS punctually, suitably clothed, fed, rested, and equipped and ready to learn
- Keep in touch with their children's progress by attending Student Review Events and meetings with external agencies and on roll schools
- Attend meetings with staff, if requested, to discuss their child's behaviour
- If their child is excluded from MTS, to ensure the child is not found in a public place during learning hours and to attend a reintegration meeting regarding any fixed term exclusion
- Let the setting know of problems that arise.
- Ensure setting staff are aware of factors which may result in their child displaying behaviours outside



the norm

- Treat all staff respectfully and as professionals

Behaviour for Learning Procedures

In accordance with the 'Every Child Matters' Government Policy (September 2003), the application of sanctions must have regard to the individual student. Therefore, the ELT are expected to use discretion in their application.

- It is expected that the majority of minor behavioural incidents will be managed by the classroom teacher or form tutor. Before being relayed to the pastoral manager, to enable interventions to be put in as required. Staff and student will have a good awareness of the Rule of Three behaviour system.
- Where necessary, Care, Support and Guidance issues should be discussed with appointed members of staff who may advise, support the form tutor, or will take lead on the issue. More serious issues, or those involving more than one student will be dealt with by the ELT/
- External agencies and on roll schools will be informed of any issues that arise and affect the progress of the student.
- The final decision regarding fixed term or permanent exclusion remains with the on roll school, under the advice and guidance of the Principal or person acting with the Principal's authority, following investigation by the pastoral team.

If a student's behaviour does not fit the expectations within the Medical Tuition Service, we may look to develop or improve the individual programme of provision to support the student. Our aim is not to exclude any student and we will always include the on-roll school in discussions around provision. If the Medical Tuition Service seems to be an inappropriate provision for the student, their referral would be taken back to the Torbay Medical Panel and reviewed. This would require the panel to approve removal from MTS and an appropriate alternative placement sought.

Home – Service Liaison

The Medical Tuition Service places a high value on home-service links and seeks to promote the active and supportive involvement of parents and carers in their children's education. Subject teacher, form tutor, Curriculum Leaders, Pastoral Support Manager, ELT and SLT may contact parents or carers as appropriate.

At times it may be necessary for a student to commit to a behaviour contract. This will be drawn up in line with the Behaviour for Learning priorities and our Core Values with students and parents or carers also signing this agreement. Next steps and progress made will be discussed and monitored carefully.



Appendix 1: Written statement of behaviour principles

- Every student at the Medical Tuition Setting understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times and understand and adhere to the Teachers Standards or Support Staff Standards.
- Rewards, sanctions (and where appropriate to ensure safety, reasonable force) are used consistently by staff, in line with the Behaviour for Learning policy.
- The Behaviour for Learning policy is understood by students and staff.
- Exclusions or suspensions will only be used as a last resort in collaboration with the on roll school.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour developments and incidents.

The Governing Board emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Medical Tuition Service Governing Body annually.



Appendix 2: Rule of Three

Beyond Learning



RULE OF THREE

Mutual Respect – Trust – Support

Verbal Reminder

You will be respectfully reminded of our Behaviour for Learning (B4L) policy and given guidance on how you can adjust your behaviour.

Negative CPOMS Point

If after guidance you continue to misunderstand the B4L policy, a negative CPOMS point will be assigned.

Student Support

You will be supported by a member of the Pastoral Team in another classroom, to talk about your behaviour choices. Staff may have to make a call home.
Your teacher will have a restorative conversation with you later in the day.

Appendix 3: Core Values

Beyond Learning



M

Mutual Respect:

We are **mindful** of the barriers to learning and respect that we all learn in different ways.

T

Trust:

Our **arms** reach out so that we can facilitate reintegration.

S

Support:

Heart and nurture are what drive us. Through those elements we make reintegration possible.

Our Core Values

MTS is here to put young people with health issues in a position where they can access full time education



Appendix 4: B4L @MTS

Beyond Learning

- ▶ **We always award praise**
- ▶ **We respect ourselves and others as individuals**
- ▶ **We seek to achieve our full potential**
- ▶ **We co-operate to make our setting a friendly, safe, healthy and respectful environment**
- ▶ **We understand that we are all different and have different needs**
- ▶ **We accept the consequences of our actions**
- ▶ **We work to the Rule of Three**

**OUR BEHAVIOUR
FOR LEARNING
POLICY**

Positive behaviour for learning provides the basis for positive engagement in learning. In line with our Core Values, it is vital that:

B4L

Policy Version History

Version Number	Date of Change	Reviewed by	Brief reason for changes
1.0	11.06.17	E.Bristow	Updated policy
2.0	31.05.19	E.Bristow	Updated policy
3.0	06.05.20	B. Hayden	Updated policy
3.1	31.05.2021	J. Fenwick	New Logo, change from Head teacher to Principal Addition of exclusion materials
3.4	15.11.21	J Horrocks	Revised
3.5	21.2.22	J Horrocks	
3.6 3.8 3.9	11/3/22 23.03.22 5.5.22	S France J Horrocks J Hunter	Revised HSB added Appendix 1 added
4.0	20.6.22	J Horrocks	Appendix 2 added



4.1	12.10.22	J Hunter	Expectations simplified and clarified Rule of 3 amended HSB update Exclusion update Core Values added Appendix 2, 3 and 4 added/amended
4.2	22.09.23	J Hunter	Acronym list added to Replaced PLTS with Core Values Replaced ClassCharts with CPOMS