Behaviour and Anti-Bullying Policy

Steffi Hesketh Tutoring – online one-to-one and group tutoring

Document control	**Details**
Document	Behaviour and Anti-Bullying Policy
Organisation	Steffi Hesketh Tutoring (sole trader), online-only tutoring, based in Southampton, Hampshire
Business address	32 Inver Way, Southampton, SO19 1SF
Policy owner	Steffi Hesketh-Spells, Owner and Designated Safeguarding Lead (DSL)
Deputy DSL	Shim Amin, contactable via the business email (steffiheskethtutoring@gmail.com). If neither the DSL nor the Deputy DSL can be reached, follow the alternative route in the Safeguarding and Child Protection Policy (contact children's social care, the police or the LADO directly).
Contact	steffiheskethtutoring@gmail.com, 07802 828910
Version	1.0
Effective date	November 2026
Review date	November 2027, or sooner after a serious incident, a change in law or guidance, or a change to the Hampshire contract
Applies to	Pupils, parents and carers, Steffi Hesketh-Spells, all self-employed tutors and anyone working on behalf of the business
Contract	Hampshire County Council SEND Alternative Provision Register Agreement CS25116 and Tutoring Call-Off Contract CS25116A

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Approved by	Steffi Hesketh-Spells. Signature: Steffi Hesketh-Spells, Owner and Designated Safeguarding Lead. Date approved: 9 November 2026

1. Purpose

We want every lesson to be calm, safe, respectful and focused on learning. This policy explains:

- what we expect from pupils, tutors and families;
- how we support positive behaviour online;
- how we respond to unsafe behaviour and bullying.

It is written for online one-to-one and group tutoring of children and young people, including SEND learners referred by Hampshire County Council ("the Council"), many of whom have social, emotional and mental health needs.

It builds on section 14 ("Prohibited behaviour") and section 15 ("Responding to breaches") of our Online Tuition, Acceptable Use and Recording Policy, and section 13 of our Equality, Diversity, Inclusion and SEND Policy.

2. Principles

- **Behaviour is communication.** Distress, refusal, withdrawal or challenging behaviour often signal an unmet need, such as anxiety, sensory overload, fatigue, a learning difficulty or something happening at home. We respond to the need, not just the behaviour.
- **Relationships first.** Consistent, predictable and trauma-aware approaches help pupils feel safe.
- **Fair, not identical.** Responses take account of age, SEND, the pupil's plan, intent, impact and any history. We make reasonable adjustments under the Equality Act 2010.
- **Safety always comes first.** Some behaviour is a safeguarding concern, whatever the pupil's needs.
- **No physical intervention.** Tuition is online. No tutor will ever use or threaten any form of punishment that humiliates a pupil. Tutors must never shout at, belittle or exclude a pupil as a punishment.

3. What we expect

3.1 Pupils

We ask pupils to:

- be kind and respectful to the tutor and other pupils, in speech, chat, reactions and shared work;
- use the chat, microphone, camera and screen share as agreed;
- keep other pupils' names, images, work and comments private;
- not record, screenshot or share lessons;
- tell the tutor or a trusted adult if something online upsets them.

3.2 Tutors

Tutors must:

- model calm, respectful behaviour;
- set clear routines and visual expectations at the start of each lesson;
- praise effort specifically;
- follow the pupil plan and agreed adjustments;
- keep professional boundaries as set out in the Safeguarding Policy.

3.3 Parents and carers

We ask parents and carers to:

- support the expectations in this policy;
- tell us about anything that may affect behaviour or wellbeing;
- be contactable during lessons;
- raise concerns with us rather than with other families.

4. Supporting positive behaviour online

- We agree group rules with pupils at the start of a course, using simple words and visuals.
- Each lesson follows a predictable structure. We give warnings before transitions and offer choices where possible.
- We plan movement and regulation breaks, camera-off options, chat-only participation and extra processing time where these are in the pupil plan.
- Tutors use meeting controls: waiting rooms, host-only screen share, chat moderation and the ability to mute or remove participants.

- We use the pupil's known calming strategies and "pause plan" from the risk and access check.

5. Responding to unwanted behaviour

We use the least intrusive response that works:

1. **Notice and redirect.** Use a quiet prompt, a reminder of the routine, or a choice.
2. **Pause.** Offer a short break, a camera-off moment, or a switch to a different task or mode.
3. **Private conversation.** Use a breakout room or a private message where safe and agreed, or a follow-up with the parent or carer.
4. **Temporary controls.** Mute the microphone or chat, or remove a pupil from a group session for the rest of that lesson.
5. **Behaviour support plan.** Steffi meets the pupil and parent or carer, and for Council pupils the SEN case officer, to agree adjustments, targets and a review date.
6. **Changing or ending a group place, or pausing a placement.** This is a last resort, only after reasonable adjustments have been tried. For a Council pupil, this is never done without first discussing it with the Council.

Every incident that needs step 3 or above is recorded: date, what happened, what came before, the response, and any follow-up.

6. Bullying

6.1 What bullying is

Bullying is behaviour by one or more people, usually repeated, that deliberately hurts another person physically or emotionally, often where there is an imbalance of power. Online, it can include:

- mean or threatening messages, comments or reactions in chat;
- deliberately excluding someone from a group activity;
- sharing someone's image, voice, work or personal details without permission;
- impersonating someone, or creating fake accounts;
- prejudice-based bullying, for example about disability or SEND, race, religion, sex, sexual orientation or gender identity;
- sexualised comments, or pressure to share images.

6.2 Our response

We do not accept bullying. It will never be dismissed as "banter" or "just a joke". If bullying is reported or seen:

1. **Act immediately to stop it.** Mute, disable chat or remove the participant as needed, and preserve evidence (note the time and what was said; follow the Safeguarding Policy on images).
2. **Support the pupil who has been targeted.** Listen, reassure them and agree what will help them feel safe.
3. **Report to Steffi** the same day.
4. **Talk with the pupil who has bullied.** Help them understand the impact and agree what will change, taking account of their own needs.
5. **Inform the parents or carers** of the pupils involved, where it is safe to do so. For Council pupils, also inform the SEN case officer.
6. **Follow up** with both pupils after one week and again after a month.

6.3 When bullying is a safeguarding concern

Child-on-child abuse, sexual harassment, threats, exploitation, sharing nude or semi-nude images, and serious or persistent bullying are safeguarding matters. Tutors must report them to the DSL straight away, using the Safeguarding and Child Protection Policy, which adopts KCSIE principles as good practice. The DSL will decide on referrals to Hampshire Children's Services (Children's Reception Team), the police, or the child's own local authority.

7. Telling the Council **(Council-referred pupils)**

Situation	**Timescale**
A serious behaviour incident, or a bullying incident involving a Council-referred pupil	Tell the SEN case officer via the agreed secure route with the Council within 24 hours
A safeguarding concern arising from behaviour or bullying	Follow the Safeguarding Policy immediately, and tell the Council the same day where appropriate. We also report safeguarding and professional alerts to the Council within the timescale in the specification (within the timescales set by the Council). These timescales must never delay an urgent referral.
Any injury, or risk of injury, arising from an incident	Immediately (Call-Off clause 24.3). See the Health and Safety Policy.
Considering a change to, pause of, or end to a placement because of behaviour	Discuss with the Council before any decision (Call-Off clause 7.3)

Situation	Timescale
A complaint about behaviour or bullying	Within five working days, as part of complaints reporting (Complaints Policy), or within the timescales set by the Council

8. Behaviour of adults

We expect respectful behaviour from parents, carers and other adults. Abuse, threats or harassment towards tutors may lead to lessons being paused. For Council pupils, we will first discuss this with the Council.

Concerns about a tutor's behaviour towards a pupil are dealt with under the allegations and low-level concerns sections of the Safeguarding Policy, including contacting the LADO where the harm threshold may be met. Any decision to suspend a tutor from Council work will be recorded and sent to the Council in writing within 24 hours (Call-Off clause 10.8).

9. Monitoring and review

Steffi reviews behaviour and bullying records each half-term to spot patterns and improve practice. The number and type of incidents and the action taken are included in Council monitoring where requested. Pupils' views on feeling safe and respected are gathered through the feedback questions in the Council review pack.

10. Related policies

- Safeguarding and Child Protection Policy (including child-on-child abuse)
- Online Tuition, Acceptable Use and Recording Policy
- Equality, Diversity, Inclusion and SEND Policy
- Health and Safety Policy (including Lone Working)
- Attendance Policy
- Accessible Communication Policy
- Complaints Policy