**Flowcharts and Decision Trees**

### **Flowcharts and Decision Trees Instructions**

This document provides visual decision-making frameworks for common scenarios faced by boarding tutors. Use these flowcharts to guide your decision-making process in various situations.
How to use:Follow the flowcharts step by step, answering questions at decision points to determine the appropriate course of action. These are guidelines and should be used in conjunction with your school's specific policies and procedures.

# **Boarding Tutor Decision Trees and Flowcharts**

1. Student Wellbeing Concern ResponseThis flowchart guides boarding tutors through the process of responding to student wellbeing concerns.START:Wellbeing concern identifiedIs this an emergency requiring immediate medical attention?YESCall emergency services and inform senior staff immediatelyProvide first aid if trained and appropriateContact parents/guardiansNOIs this a safeguarding concern?YESReport to Designated Safeguarding Lead immediatelyNOIs this a mental health concern?Can you address this within your role as a boarding tutor?YESHave a supportive conversation with the studentImplement appropriate support strategiesDocument concern and actions takenMonitor and follow upNORefer to appropriate support service (counselor, nurse, etc.)Inform House Parent/Head of BoardingDocument concern and referralFollow up to ensure support is providedHas the concern been adequately addressed?YESContinue monitoring as neededEND:Document resolutionNOEscalate to senior staffConsider parent/guardian meetingDevelop comprehensive support planNotes:Always prioritize student safety and wellbeingDocument all concerns and actions takenMaintain appropriate confidentiality while following safeguarding proceduresConsult your school's specific policies for detailed guidance
2. Behavioral Incident ResponseThis flowchart guides boarding tutors through the process of responding to behavioral incidents in the boarding house.START:Behavioral incident occursIs there immediate risk to safety?YESIntervene immediately to ensure safetyCall for assistance if neededSeparate involved studentsNOCalmly address the behaviorMove to a private space if appropriateWhat is the severity of the incident?MINORAddress with the student directlyApply appropriate consequences per house rulesDocument incidentMAJORReport to House Parent/Head of BoardingComplete detailed incident reportParticipate in formal disciplinary processDoes this incident indicate a pattern of behavior?YESReview previous incidents and responsesDevelop behavior management planConsider parent/guardian meetingNOMonitor for future incidentsProvide guidance on expected behaviorFollow up with all involved studentsImplement restorative practices if appropriateEND:Document resolutionNotes:Always remain calm and professional when addressing behavioral incidentsFocus on the behavior, not the student's characterConsider cultural differences and individual circumstancesEnsure consequences are fair, consistent, and proportionateUse incidents as opportunities for student growth and learning
3. Academic Support Decision TreeThis decision tree helps boarding tutors determine appropriate academic support strategies for students.START:Student academic concern identifiedWhat type of academic concern is it?PERFORMANCEIs it subject-specific or across multiple subjects?SPECIFICArrange subject-specific supportMULTIPLEInvestigate broader learning needsENGAGEMENTIs it motivation or understanding?MOTIVATIONExplore interests and goalsUNDERSTANDINGIdentify knowledge gapsWhat level of support is needed?LIGHTProvide guidance during study timeCheck in regularly on progressMODERATESchedule regular tutoring sessionsDevelop structured study planINTENSIVERefer to learning support departmentConsider formal assessmentImplement support strategyMonitor progress and adjust as neededIs the support strategy effective?YESContinue with current approachGradually reduce support as appropriateEND:Document successNOReassess needs and adjust strategyConsult with academic staffReturn to "What level of support is needed?"Notes:Focus on building student independence and self-regulationRegularly communicate with subject teachersConsider learning styles and preferencesDocument strategies used and their effectivenessCelebrate progress and improvements
4. Homesickness Response ProtocolThis flowchart guides boarding tutors through supporting students experiencing homesickness.START:Student shows signs of homesicknessHow severe are the symptoms?MILDAcknowledge feelings and normalize experienceEncourage participation in house activitiesFacilitate regular communication with familySEVERESchedule one-on-one supportive conversationInform House Parent/Head of BoardingConsider counselor referralIs this affecting daily functioning?YESDevelop structured support planContact parents/guardiansConsider temporary adjustments to routineNOMonitor and provide regular check-insEncourage peer connectionsImplement coping strategiesCreate comfort items/routinesIs the student adapting?YESContinue gradual integrationCelebrate progressEND:Monitor occasionallyNOEscalate to senior staffConsider family meetingEvaluate if boarding is appropriateNotes:Homesickness is normal and usually temporaryAvoid suggesting that the student can "go home if it doesn't work out"Focus on building connections within the boarding communityBe patient and empathetic while encouraging resilienceWatch for signs of depression or anxiety that may require professional support
5. Conflict Resolution ProcessThis flowchart outlines the process for resolving conflicts between boarding students.START:Conflict between students identifiedIs there immediate risk of harm?YESIntervene immediately to ensure safetySeparate studentsReport to senior staffNOWhat is the nature of the conflict?MINORFacilitate immediate discussionSIGNIFICANTSchedule formal mediationListen to each student's perspective separatelyIdentify underlying issuesAre both parties willing to resolve the conflict?YESBring students together for mediated discussionEstablish ground rules for discussionGuide students to find mutual resolutionNOImplement separation strategiesInvolve House Parent/Head of BoardingConsider disciplinary action if appropriateDocument the conflict and resolutionFollow up with both parties separatelyHas the conflict been resolved?YESMonitor relationshipEND:Document resolutionNOEscalate to senior staffConsider parent involvementImplement formal behavior management planNotes:Remain neutral and avoid taking sidesFocus on behaviors and feelings, not blameTeach conflict resolution skills throughout the processConsider cultural differences that may impact conflict resolutionUse conflicts as opportunities for social-emotional learning
Boarding Tutor Reference Guide | Flowcharts and Decision Trees | Page 1 of 1These flowcharts should be used in conjunction with your school's specific policies and procedures.

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