

# Managing Behaviour Policy

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## Ark Tuition & Ark Education Centre:

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### 1. Policy Statement

Ark Education Centre, comprising the private examination centre (Ark Exams) and the tuition division (Ark Tuition), is committed to providing a safe, respectful, and inclusive environment for all students, staff, and visitors. This policy sets out our approach to managing behaviour to ensure that every individual is treated with dignity and respect, and that teaching and learning can take place without disruption.

We recognise our duties under the Equality Act 2010 to make reasonable adjustments for students with special educational needs and disabilities (SEND), and we are committed to ensuring that behaviour management approaches do not discriminate against protected characteristics.

### 2. Legal Framework

This policy is informed by and complies with:

- **Equality Act 2010** – reasonable adjustments and non-discrimination
- **Children Act 1989 and 2004** – safeguarding duties
- **Education Act 2011** – powers to discipline and search
- **Data Protection Act 2018 and UK GDPR** – recording and storing behaviour incidents
- **Human Rights Act 1998** – right to education and fair treatment
- **Health and Safety at Work Act 1974** – duty of care
- **JCQ Regulations** – examination conduct and malpractice procedures
- **Keeping Children Safe in Education (KCSiE)** – safeguarding guidance

### 3. Scope

This policy applies to:

- All private candidates attending the Centre for examinations
- All students attending tuition sessions at Ark Tuition

- All staff, invigilators, tutors, volunteers, and contractors interacting with candidates or students
- Parents, guardians, and carers when on premises or engaging with the Centre
- Behaviour occurring on Centre premises, during Centre-organised activities, and online interactions related to the Centre

#### **4. Principles**

- Everyone at Ark Education Centre has the right to feel safe, respected, and valued
- Positive behaviour is promoted and reinforced through clear expectations, consistent application, recognition, and a culture of mutual respect
- Behavioural expectations are age-appropriate, inclusive, proportionate, and aligned with safeguarding principles
- We recognise that behaviour may be a form of communication, particularly for students with SEND or those experiencing difficulties
- Incidents of concerning behaviour are addressed promptly, fairly, consistently, and proportionately
- We work in partnership with parents/guardians to support positive behaviour
- Staff receive appropriate training to manage behaviour effectively and safely

#### **5. Code of Conduct**

##### **Students and Candidates are expected to:**

- Treat staff, peers, and visitors with courtesy, dignity, and respect
- Follow reasonable instructions from staff promptly and politely
- Attend sessions and exams punctually and adequately prepared
- Refrain from disruptive, abusive, intimidating, discriminatory, or aggressive behaviour
- Respect the Centre's property and the property of others
- Use technology responsibly and in accordance with Centre guidelines
- Report concerns about safety or wellbeing to staff

**Staff, Tutors, and Invigilators are expected to:**

- Model respectful, professional, and appropriate behaviour at all times
- Apply behaviour expectations consistently, fairly, and without discrimination
- Recognise and reinforce positive behaviour
- Use de-escalation techniques and seek resolution through dialogue where appropriate
- Maintain appropriate boundaries with students
- Be alert to signs that behaviour may indicate safeguarding concerns, mental health issues, or unmet needs
- Report serious incidents, safeguarding concerns, or patterns of behaviour to the Centre Manager or Designated Safeguarding Lead (DSL) immediately
- Maintain confidentiality in accordance with data protection and safeguarding requirements

**Parents and Guardians are expected to:**

- Support the Centre's behaviour expectations
- Communicate respectfully with staff
- Work in partnership with the Centre to address behaviour concerns
- Notify the Centre of any circumstances that may affect their child's behaviour or wellbeing

**6. Examination Conduct**

To maintain the integrity and security of the examination process, the following expectations apply in accordance with JCQ regulations:

**Candidate Expectations:**

- Arrive punctually (at least 15 minutes before the examination start time) and fully prepared with required photographic identification and permitted materials
- Comply with all JCQ and awarding body regulations

- Maintain complete silence during examinations unless seeking assistance from an invigilator
- Remain seated and avoid any form of disruption or behaviour that could disturb other candidates
- Not communicate with other candidates during the examination by any means

**Prohibited Items:**

- Mobile phones, smartwatches, electronic devices (except approved calculators), notes, and any unauthorised materials are strictly prohibited in the exam room
- Candidates found in possession of prohibited items will be subject to immediate action in accordance with JCQ malpractice procedures, which may include disqualification
- All personal belongings must be stored in designated areas before entering the examination room

**Compliance with Invigilators:**

- Candidates must follow all instructions issued by invigilators or examination officers promptly and respectfully
- Any form of non-compliance, disrespectful conduct, or suspected malpractice will be documented and reported to the relevant awarding body
- Examination incidents will be managed in accordance with JCQ procedures and may result in penalties including disqualification

**Malpractice:**

The Centre has zero tolerance for examination malpractice, including but not limited to:

- Cheating, plagiarism, or collusion
- Bringing unauthorised materials into the exam room
- Communicating with other candidates
- Disruptive behaviour that undermines the integrity of the examination

All suspected malpractice will be reported to awarding bodies in accordance with JCQ regulations.

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## **7. Positive Behaviour Management**

Ark Education Centre promotes positive behaviour through:

- **Clear communication** of expectations at enrolment, induction, and throughout attendance
- **Recognition and encouragement** of positive behaviour, effort, and achievement
- **Early intervention** when concerns arise, including conversations with students/candidates and parents/guardians
- **Reasonable adjustments** for students with SEND or specific needs
- **A consistent, fair, and proportionate approach** applied by all staff
- **Preventative strategies** including clear routines, engaging teaching, and a welcoming environment

## **8. Managing Unacceptable Behaviour**

Where behaviour falls below expected standards, the Centre will adopt a stepped approach proportionate to the severity and frequency of the behaviour:

### **Step 1: Verbal Reminder**

- Staff will remind the individual of expected behaviour
- This is informal and may not be recorded unless part of a pattern

### **Step 2: Informal Discussion**

- A conversation with the student/candidate and, where appropriate, parent/guardian
- Discussion of concerns and expectations for improvement
- Exploration of any underlying issues (e.g., SEND, safeguarding, wellbeing)
- Brief note made on Centre records

### **Step 3: Formal Written Warning**

- Written warning issued outlining specific concerns, required improvements, and timescale
- Meeting with parent/guardian (for students under 18)
- Support plan or behaviour agreement may be put in place
- Documented in behaviour records

#### **Step 4: Final Written Warning**

- Final written warning issued with clear consequences if behaviour does not improve
- Meeting with Centre Manager, student/candidate, and parent/guardian (where appropriate)
- Review of support measures
- Consideration of alternative arrangements or additional support
- Documented in behaviour records

#### **Step 5: Exclusion or Withdrawal of Services**

- Temporary or permanent exclusion from tuition sessions or examinations
- Only used where behaviour poses a significant risk to:
  - The safety or wellbeing of students, staff, or others
  - The integrity of examinations
  - The learning environment for others
- Decision made by Centre Manager in consultation with DSL where safeguarding concerns exist
- Right of appeal communicated in writing
- Documented fully with clear rationale

#### **Immediate Action**

In cases of serious misconduct (e.g., violence, threats, severe disruption, safeguarding concerns, examination malpractice), the Centre reserves the right to:

- Remove the individual from the premises immediately
- Suspend services pending investigation
- Involve external agencies (police, social services, awarding bodies) where appropriate
- Issue immediate exclusion without following the stepped approach

## **9. Reasonable Adjustments and SEND**

The Centre recognises that some students may require additional support or reasonable adjustments in relation to behaviour management. This includes students with:

- Special Educational Needs and Disabilities (SEND)
- Mental health difficulties
- Autism Spectrum Conditions
- ADHD or other neurodevelopmental conditions
- Communication difficulties
- Trauma or adverse childhood experiences

We will:

- Work with parents/guardians and external professionals to understand individual needs
- Make reasonable adjustments to behaviour expectations and responses where appropriate
- Provide additional support, mentoring, or pastoral care
- Consider whether behaviour indicates an unmet need or safeguarding concern
- Ensure behaviour management does not discriminate against protected characteristics

Staff will receive training to recognise and respond appropriately to behaviour that may be related to SEND or other needs.

## **10. Safeguarding**

Staff must be alert to the possibility that behaviour concerns may indicate:

- Abuse, neglect, or exploitation
- Mental health difficulties
- Bullying or peer-on-peer abuse
- Family difficulties or domestic abuse
- Substance misuse
- Criminal or gang-related activity

Any safeguarding concerns arising from behaviour incidents must be reported immediately to the DSL in accordance with the Centre's Safeguarding and Child Protection Policy.

Behaviour that may constitute peer-on-peer abuse (including sexual harassment, bullying, or harmful sexual behaviour) will be taken seriously and managed in accordance with safeguarding procedures.

### **11. Physical Intervention and Restraint**

The Centre does not routinely use physical intervention or restraint. However, staff have a legal duty of care to prevent harm.

In exceptional circumstances where a student poses an immediate risk of harm to themselves or others, staff may use **reasonable and proportionate physical intervention** to:

- Prevent injury to any person
- Prevent serious damage to property
- Maintain good order and discipline

Any use of physical intervention will:

- Be a last resort after de-escalation strategies have been attempted
- Use the minimum force necessary for the minimum time
- Be recorded in detail including witnesses, timings, and rationale
- Be reported to parents/guardians and the Centre Manager immediately
- Be reviewed to prevent recurrence

Staff will receive appropriate training in positive handling and de-escalation techniques.

### **12. Searching and Confiscation**

In accordance with the Education Act 2011, authorised staff may search students with their consent for any item.

Staff may search without consent for:

- Prohibited items under examination regulations (e.g., mobile phones, notes, electronic devices)
- Items that pose a risk to safety or disrupt learning

Searches will be conducted:

- By a member of staff of the same sex as the student, with another staff member present as witness (where possible)
- In accordance with statutory guidance and Centre procedures
- With sensitivity to dignity and privacy
- With a full written record kept

Confiscated items will be stored securely and returned to the student/parent at an appropriate time, except where retention is necessary for safeguarding or examination integrity.

Items suspected to be illegal or evidence of malpractice will be reported to police or awarding bodies as appropriate.

### **13. Recording and Reporting**

#### **Recording Requirements:**

- All significant behaviour incidents must be logged in the Centre's Behaviour Incident Record, including:
  - Date, time, and location
  - Names of individuals involved
  - Description of the incident and behaviour observed
  - Action taken and outcome
  - Staff member completing the record
  - Any safeguarding concerns identified

#### **Reporting Requirements:**

- Repeated or serious incidents must be escalated to the Centre Manager
- Safeguarding concerns must be reported immediately to the DSL
- All examination misconduct must be reported to the relevant awarding bodies in accordance with JCQ guidelines
- Incidents involving violence, weapons, drugs, or criminal activity must be reported to police
- Parents/guardians will be informed of significant incidents involving their child

**Data Protection:**

All behaviour records are maintained in accordance with UK GDPR and the Data Protection Act 2018. Records are:

- Stored securely with restricted access
- Retained in accordance with the Centre's Data Retention Policy
- Shared only on a need-to-know basis or where legally required

**14. Support and Intervention**

Where appropriate, the Centre will support individuals through:

- Pastoral conversations or mentoring
- Behaviour support plans or agreements
- Engagement with parents, guardians, or carers
- Referral to external support services (e.g., counselling, mental health services, educational psychology)
- Reasonable adjustments to teaching or examination arrangements
- Liaison with previous or current educational settings

The Centre is committed to working in partnership with families and external agencies to support positive behaviour and address underlying needs.

**15. Working with Parents and Guardians**

We recognise that partnership with parents and guardians is essential for managing behaviour effectively. We will:

- Communicate behaviour expectations clearly from enrolment
- Inform parents/guardians promptly of significant behaviour concerns
- Invite parents/guardians to meetings to discuss concerns and solutions
- Listen to parental concerns and perspectives
- Work collaboratively to support students

Parents and guardians are expected to engage constructively with the Centre and support behaviour expectations. Where parental behaviour is abusive, threatening, or

undermines the Centre's work, we reserve the right to restrict contact or withdraw services.

## **16. Staff Training and Support**

All staff will receive:

- Induction training on this policy and behaviour management expectations
- Regular training on positive behaviour management strategies
- Training on de-escalation techniques and conflict resolution
- Safeguarding training including recognising behaviour that may indicate abuse or unmet needs
- Training on SEND and reasonable adjustments
- Updates on relevant legislation and guidance

Staff wellbeing is important. Staff experiencing difficulties managing behaviour or affected by serious incidents will be offered appropriate support.

## **17. Appeals**

Students, candidates, or parents/guardians who wish to appeal against a behaviour-related decision (including exclusions) should refer to the Centre's Complaints Procedure.

Appeals should be submitted in writing within 10 working days of the decision, stating the grounds for appeal. The appeal will be reviewed by a senior leader not previously involved in the decision.

## **18. Monitoring and Review**

This policy is reviewed annually or in response to:

- Significant incidents
- Legislative or regulatory changes
- Feedback from staff, students, or parents
- Monitoring data indicating trends or concerns

The Centre Manager is responsible for:

- Monitoring implementation of this policy
- Analysing behaviour incident data to identify patterns and inform improvements
- Reporting to leadership on behaviour management and any concerns
- Ensuring staff are trained and supported

An annual report on behaviour will be prepared for review by senior leadership.

## **19. Related Policies**

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Complaints Procedure
- Data Protection and Privacy Policy
- Examination Contingency and Access Arrangements Policy
- Anti-Bullying Policy
- Online Safety Policy
- Staff Code of Conduct
- Equality and Diversity Policy

## **20. Policy Approval and Distribution**

This policy has been approved by [Director/Board] and is available to:

- All staff, tutors, and invigilators
- Students and candidates on enrolment
- Parents and guardians
- On the Centre's website

### **Contact Information:**

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