

Last updated: 23rd September 2026

1 Introduction

- 1.1 Bright Heart Education Ltd (company number 11179043) of 20–22 Wenlock Road, London, N1 7GU (“**Bright Heart**”) is committed to providing a safe, inclusive, and nurturing learning environment for all students. Positive behaviour is integral to the Bright Heart ethos, which emphasises respect, understanding, and encouragement to help students realise their full potential.
- 1.2 This policy sets out our approach to promoting positive behaviour and outlines responsibilities for students, parents/carers, tutors, and staff. It should be read in conjunction with the following policies and documents:
 - 1.2.1 Safeguarding and Child Protection Policy
 - 1.2.2 Anti-bullying Policy
 - 1.2.3 Attendance Policy
 - 1.2.4 Online Tutoring and Safeguarding Policy
 - 1.2.5 Lone Working Policy
 - 1.2.6 Safer Recruitment Policy
 - 1.2.7 Bright Heart Tutor Pack
 - 1.2.8 Code of Professional Practice and Code of Ethics (The Tutors’ Association); and
 - 1.2.9 Bright Heart Employee Handbook (for staff only).

2 Purpose and Principles

- 2.1 Bright Heart does not view behaviour management in isolation but as part of a holistic safeguarding and educational framework.

2.2 We aim to:

- 2.2.1 Promote mutual respect, empathy, and inclusion.
- 2.2.2 Ensure a safe environment for learning both in-person and online.
- 2.2.3 Support students to self-regulate and engage positively.
- 2.2.4 Respond proportionately and appropriately to behavioural concerns.

2.3 Our approach is underpinned by:

- 2.3.1 **Nurture:** Meeting students’ emotional and social needs to enable academic progress.
- 2.3.2 **Respect:** Valuing diversity and individuality.
- 2.3.3 **Collaboration:** Shared responsibility between tutors, parents/carers, and staff.
- 2.3.4 **Accountability:** Professional, transparent reporting and escalation procedures.

3 Behaviour Expectations

3.1 **Students** are expected to:

- 3.1.1 Behave respectfully toward tutors, peers, and family members.
- 3.1.2 Engage actively in learning and attend sessions punctually.
- 3.1.3 Follow agreed boundaries and safety guidance.
- 3.1.4 Refrain from bullying, harassment, or discriminatory behaviour, including online.
- 3.1.5 Use language and actions that reflect Bright Heart’s values.

3.2 **Parents and carers** are expected to:

- 3.2.1 Ensure students attend tuition on time and are prepared to learn.
- 3.2.2 Support tutors in maintaining a positive learning environment.
- 3.2.3 Ensure students meet minimum behaviour standards (e.g. removal of distractions such as mobile phones during lessons).
- 3.2.4 Notify tutors promptly of absences or behavioural concerns.
- 3.2.5 Work collaboratively with Bright Heart to address any challenges.

3.3 **Tutors and Bright Heart staff** are expected to model professional and respectful behaviour at all times, in accordance with the Employee Handbook, the Code of Ethics, and this Behaviour Policy.

3.4 They are expected to:

- 3.4.1 Foster positive relationships through empathy and encouragement.
- 3.4.2 Implement de-escalation techniques and avoid confrontation.
- 3.4.3 Never use physical restraint except in exceptional, risk-assessed cases with prior training (e.g. MAPA).
- 3.4.4 Record concerns promptly and escalate through safeguarding channels.
- 3.4.5 Apply consistent expectations in both in-person and online settings.

4 Managing Behaviour

4.1 **Preventative Approach:** Positive behaviour is best achieved through clear expectations, structured support, and a nurturing ethos. Tutors embed behaviour expectations within lesson routines and individual

learning plans (ILPs), supported by parental collaboration.

4.2 **De-escalation:** Tutors use non-confrontational methods to calm situations and restore engagement, such as:

- 4.2.1 Active listening and empathy.
- 4.2.2 Allowing breaks where needed.
- 4.2.3 Redirecting conversation or activity.
- 4.2.4 Offering reassurance and setting clear, calm boundaries.

4.3 **Recording and Escalation:** Minor incidents are logged in lesson reports.

4.4 Repeated or serious concerns (e.g. aggression, persistent disruption, suspected abuse) must be reported immediately via Bright Heart's Incident Report Form and to the Designated Safeguarding Lead (DSL) or deputies.

4.5 The DSL will review each case, determine appropriate action, and, where necessary, liaise with parents/carers, schools, or commissioning bodies.

4.6 For online sessions, any safeguarding or behavioural concern (e.g. inappropriate content or communication) must follow the Online Tutoring Policy.

5 Safeguarding and Attendance

5.1 Behavioural concerns are treated as safeguarding matters where they pose a risk to a child's welfare. Unexplained absences, persistent avoidance, or significant changes in behaviour must be escalated in line with the Safeguarding and Child Protection Policy and Attendance Policy.

5.2 Bright Heart implements a **first-day calling procedure** to safeguard students whose whereabouts cannot be confirmed:

- 5.2.1 Tutors must immediately phone the parent or carer if a

student does not attend a scheduled session and the absence was not pre-agreed.

5.2.2 If the parent or carer cannot be reached, the tutor must escalate within one hour of the lesson's start to the assigned education consultant or, if unavailable, to the Safeguarding Team (via 0208 064 3800).

5.2.3 The Safeguarding Team will then attempt to contact the parent/carers and, if the student's whereabouts remain unknown, act the same day in line with the Attendance Policy, which may include contacting the commissioner, school, social worker, or MASH where appropriate.

5.2.4 All such instances must be recorded within the Company's tuition management system and followed up until resolved.

5.3 Behavioural or attendance patterns that raise concern — including repeated lateness, refusal to engage, or sudden disengagement — must also be reported promptly to the Designated Safeguarding Lead (DSL) or Deputy DSLs, as these may indicate emerging safeguarding risks.

6 Lone Working

6.1 Bright Heart Education's Lone Working Policy must be read alongside this Behaviour Policy.

6.2 **For students under 18, tutors must never work alone with the student, whether in-person or online, unless a parent, legal guardian or responsible adult is present, subject to the arrangements for tuition in public venues set out below.** For adult learners, the assigned Education Consultant will consider whether lone tuition is appropriate, taking into account the learner's individual needs, vulnerabilities, capacity, proposed learning environment and any relevant care or support arrangements.

Where appropriate, an individual risk assessment will be completed

and additional safeguards may be required, including the presence or availability of a carer or responsible adult.

6.3 **Where tuition occurs in a public venue, a responsible adult (e.g. librarian or centre staff) must be aware of the session.**

6.4 **If no parent, legal guardian or responsible adult is present for a student under 18, the tutor must not start or continue the session and must notify Bright Heart immediately.** For adult learners, any safeguarding arrangements specified by Bright Heart must be in place before tuition proceeds.

6.5 Any lone working or safety concerns must be reported promptly to the DSL or Deputy DSLs, in accordance with Bright Heart's safeguarding procedures.

6.6 This ensures that behaviour, safeguarding, and environmental safety are consistently managed across all tutoring contexts.

7 Bullying and Harassment

7.1 All forms of bullying—verbal, physical, emotional, or online—are prohibited. Bright Heart's Anti-bullying Policy sets out prevention, reporting, and response procedures. Any incident of bullying must be recorded and escalated to the DSL.

8 Roles and Responsibilities

8.1 **Students:** Respect others, engage positively, and follow agreed boundaries.

8.2 **Parents/Carers:** Support positive behaviour, uphold attendance and communication standards.

8.3 **Tutors:** Model positive behaviour, apply de-escalation, and report incidents promptly.

8.4 **Bright Heart Staff:** Adhere to the Employee Handbook; provide

guidance, oversight, and intervention; review reports and update risk assessments.

- 8.5 **DSL / Safeguarding Team:** Monitor behavioural trends, ensure safeguarding procedures are followed, and liaise with external agencies as appropriate.

9 Training and Review

- 9.1 All staff and tutors receive induction training, which includes behaviour management and safeguarding, in addition to annual safeguarding refresher training.
- 9.2 This policy is reviewed annually or sooner in line with updates to legislation or best practice.