



Behaviour Management & Code of Conduct Policy

The Chadderton Learning Centre (CLC)

Date of Issue: December 2025

Next Review: April 2026

Policy Creator(s): Directors of Chadderton Learning Centre



1. POLICY STATEMENT & INTENT

The Chadderton Learning Centre (CLC) is founded on a belief that every young person deserves the opportunity to learn, grow, and thrive within a safe, respectful, and supportive environment. Students who access provision from the Centre may have experienced disrupted education, emotional challenges and/or negative traumatic experiences that have shaped their behaviour. For this reason, behaviour management at CLC is not merely a disciplinary system but a relational, restorative, and developmental process. Our approach encourages students to feel valued, regulated, and motivated to re-engage with learning.

The policy draws clear inspiration from behaviour frameworks, recommend practices available, with particular focus on structured, trauma-informed and restorative approaches. These foundations ensure that our ethos is consistent, evidence-based, and reflective of best practice across the alternative provision sector.

2. AIMS OF THE POLICY

The purpose of the Behaviour Management and Code of Conduct Policy is to ensure that every learner is supported to succeed academically, socially, and emotionally. The policy aims to promote a calm and predictable environment, where young people understand what is expected of them and where high-quality relationships underpin every interaction. Our goal is to help students develop positive behaviour habits, emotional regulation, resilience, and personal responsibility. We also aim to ensure that any response to behaviour is fair, consistent, and proportionate, and that restorative practice is used wherever possible to repair harm and rebuild trust.

3. OUR APPROACH

The CLC will adopt a behaviour approach shaped by five key principles: proactivity, personalisation, restoration, support, and consistency.

Our practice is proactive because we believe that incidents are best prevented through strong relationships, clear routines, attentive supervision, and early identification of emotional or behavioural triggers.

It is personalised because we acknowledge that behaviour is a form of communication, often rooted in a student's history, needs, or emotions. Staff therefore respond with curiosity rather than judgement, tailoring strategies to the individual.



A restorative ethos underpins how we respond when things go wrong. We prioritise repairing relationships, understanding harm, and helping young people take responsibility in a safe and supportive way.

Our work is supportive in nature, incorporating mentoring, emotional regulation coaching, and wellbeing interventions to help students develop the skills needed to self-regulate.

Above all, our approach is consistent. Staff use shared language, expectations, and processes so that learners experience predictable responses that help them feel safe and understood.

4. BEHAVIOUR EXPECTATIONS

Expectations at CLC are based on respect, safety, responsibility, and engagement. Students are expected to treat staff and peers with courtesy, listen to and follow instructions, and participate actively in learning. They should arrive on time, remain within set boundaries, and use appropriate language and communication at all times. We encourage learners to look after the building, equipment, and resources, and to take responsibility for their actions and choices.

These expectations are introduced during induction, reinforced throughout the day, and reflected in the Centre's ethos and values. They are further embedded within our **RISE Values**, (Respectful, Inspired, Successful, and Empowered), which form the foundation of our reward and recognition system. Through these values, students are encouraged to demonstrate positive attitudes towards learning, others, and themselves.

Unacceptable behaviours include aggression, threatening behaviour, discriminatory language, persistent refusal to engage, possession of prohibited items, or leaving the classroom or site without permission. Such behaviours are addressed through supportive but firm interventions designed to help the learner understand the impact of their actions and find better ways of responding in future.

5. CODE OF CONDUCT FOR LEARNERS

Every learner at CLC is expected to conduct themselves in a way that supports both their own development and the wellbeing of others and will be provided a network of support to ensure they can do. Students are encouraged to show respect by speaking politely, recognising others' boundaries, and valuing differences. They should demonstrate inspiration through effort, curiosity, and readiness to learn.



They are encouraged to pursue success by completing tasks, participating with focus, and taking pride in their progress. Finally, we expect them to act with empowerment by making thoughtful choices, using strategies to self-regulate, and accepting responsibility when things go wrong.

The Code of Conduct encapsulates these expectations and forms the basis of daily discussions, reward systems, and restorative reflections. When students fall short of these standards, staff work with them to understand why the behaviour occurred and how they can move forward more positively.

6. PROMOTING POSITIVE BEHAVIOUR

At CLC, positive behaviour is nurtured rather than demanded. Staff model the professionalism, respect, and calmness they expect from students. Positive behaviour is recognised daily through praise, encouragement, restorative conversations, and the RISE Rewards system, which celebrates effort, improvement, kindness, resilience, and achievement.

Students benefit from consistent routines, relationship-based practice, and opportunities to participate in sport-based and vocational learning, elements known to increase motivation and self-esteem. Mentoring, emotional regulation coaching, and personalised support plans reinforce positive behaviour and help learners overcome individual challenges. Parents and carers are informed of achievements so that successes can be reinforced beyond the Centre.

7. DE-ESCALATION & TRAUMA-INFORMED PRACTICE

De-escalation is central to behaviour management at CLC. Staff are trained to recognise early signs of distress and respond with calm, supportive interventions before behaviour escalates. Approaches include strategic communication, movement breaks, emotional coaching, quiet spaces, and sensory or regulatory tools. These practices enable students to regain control and return to learning without shame, conflict, or punitive responses.

Our trauma-informed practice acknowledges that behaviours often stem from unmet needs or previous adversity. Staff therefore avoid confrontation, raised voices, or punitive actions that may trigger further escalation. Instead, they prioritise relationship-building, empathetic communication, and predictable boundaries, in line with the trauma-informed foundations.



8. CONSEQUENCES AND INTERVENTIONS

Responses to behaviour at CLC follow a clear, stepped process designed to support learning and self-regulation rather than impose immediate punishment.

The first stage typically involves a gentle reminder of expectations, providing an opportunity for the student to adjust their behaviour. If the difficulty continues, staff offer a clear explanation of the concern and may remove the student briefly from an activity to reflect and regulate. Once calm, a short conversation takes place to help the student recognise the issue and consider alternative behaviours.

If poor behaviour persists or escalates, more structured interventions may follow. These may include mentoring sessions, pastoral support, parental contact, or the introduction of a personalised behaviour plan. Staff may temporarily remove the learner from the group to protect the learning environment, but only after supportive strategies have been attempted. In cases of repeated or serious incidents, senior leaders may become involved to implement further support or initiate a review involving external professionals.

9. RESTORATIVE PRACTICE

Restorative approaches form a core part of CLC's identity. Following a behavioural incident or conflict, staff guide students through structured restorative conversations designed to help them reflect, understand the impact of their actions, repair harm, and rebuild relationships.

These discussions take place only once the student is calm and regulated, and always within a safe, supportive environment. Restorative practice is not an optional add-on but a key mechanism through which students develop emotional maturity, empathy, and responsibility.

10. INDIVIDUAL BEHAVIOUR AND SUPPORT PLANS

Some learners require additional support due to their emotional, behavioural, or special educational needs. CLC develops personalised plans that outline a learner's strengths, challenges, triggers, and successful strategies. These plans may incorporate elements such as in depth personal risk assessments, mentoring programmes, SEND strategies, or emotional regulation tools.

Progress is monitored closely, reviewed termly, and shared with parents, carers, and referring schools as appropriate. The approach aligns with your Inclusion and SEND Policy.



11. PHYSICAL INTERVENTION

Physical intervention is used only in situations where there is an immediate risk of harm and only when de-escalation techniques have been exhausted or deemed insufficient. Staff may intervene to prevent injury to a student or others or to prevent serious damage to property.

Any intervention must be reasonable, proportionate, and for the shortest time necessary.

Following an intervention, the incident is recorded promptly, parents or carers are informed, and the DSL reviews the event to ensure safe practice and identify additional support needs.

12. RECORDING, REPORTING & MONITORING BEHAVIOUR

All significant behaviour incidents are recorded using CLC's internal systems. Records include details of what occurred, the staff involved, the actions taken, and any follow-up or restorative steps. Behaviour monitoring logs allow senior leaders to identify patterns, emerging needs, and areas for support.

Daily debriefs will contain information of behavioural incidents, with weekly reviews allowing the leadership team to reflect on behavioural trends and adjust strategies where necessary. Termly reviews contribute to the wider Impact Framework and help measure progress over time.

13. PARTNERSHIP WITH PARENTS AND CARERS

We view parents and carers as essential partners in developing positive behaviour. CLC maintains regular communication about both achievements and concerns. Parents may be invited to attend meetings, reviews, or restorative conversations to ensure that learners receive consistent support across home and school environments. The aim is always to work collaboratively to guide the learner towards improved wellbeing, behaviour, and confidence.

14. STAFF RESPONSIBILITIES

All staff at CLC share responsibility for promoting positive behaviour. They are expected to model respectful behaviour, apply the policy consistently, maintain strong professional boundaries, and contribute to creating a calm and nurturing learning environment. Staff must also record and report incidents accurately, use de-escalation strategies effectively, and uphold safeguarding practices.



Leadership has overall responsibility for ensuring effective implementation of the policy, providing staff development, monitoring behaviour trends, and evaluating the impact of interventions.

15. WHISTLEBLOWING

CLC is committed to upholding the highest standards of behaviour management and safeguarding. Staff, volunteers, and students are encouraged to raise concerns if they believe behaviour protocols are not being followed, if staff conduct is inappropriate, or if the welfare of a learner may be at risk. Concerns may be reported to the Head of Centre (DSL), the Board of Directors, or external safeguarding agencies where appropriate. Whistleblowers are protected under CLC's Whistleblowing Policy and will be treated with confidentiality and respect.

16. LINKS TO OTHER POLICIES

This policy should be read alongside CLC's Safeguarding and Child Protection Policy, Anti-Bullying Policy, SEND and Inclusion Policy, Staff Code of Conduct, Attendance Policy, Health and Safety Policy, and Whistleblowing Policy. Together, these documents form the wider operational and safeguarding framework within which behaviour management operates.

17. REVIEW CYCLE

The policy is reviewed annually, though updates may be made sooner following significant incidents, changes in legislation, or updated DfE guidance. Revisions are approved by both the Head of Centre and the Board of Directors.



18. POLICY APPROVAL

This Policy has been examined, approved and authorised by:

Head of Centre (DSL): _____

Signature: _____

Date: _____

On behalf of Directors / Proprietors: _____

Signature: _____

Date: _____