

Behaviour Management Policy

Version control

Date	Action	Next review
	New policy	
	Policy reviewed and approved by Board	

1. Preamble

- 1.1 Our Education Centre (“**Centre**”) provides a positive, supportive environment for students aged 8 to 16. This policy ensures a safe, respectful, and inclusive space for all, with age-specific guidelines for younger (8-12) and older students (13-16).
- 1.2 At Cresconova we believe that the behaviour of all pupils must be managed in a structured and caring manner. The objective of this policy is to allow staff the facility to manage and more importantly shape the behaviour of all pupils in a positive manner. The approach to achieving this goal is guided by the JEDI model which leans towards restorative practices through conversation and promotes Justice, Equity, Diversity and Inclusion.
- 1.3 This policy applies when pupils are at the Centre, travelling to and from the Centre, representing Cresconova or in the lawful control of the Centre staff. It applies when pupil misbehaviour:
 - 1.3.1 poses a threat to members of the Cresconova community and/or the public;
 - 1.3.2 may result in repercussions for the orderly running of the Centre; and/or
 - 1.3.3 adversely affects Cresconova’s reputation.
- 1.4 Cresconova recognises its legal duties in respect of safeguarding and its obligations under the Equality Act 2010 in relation to those pupils with a disability. Cresconova will make reasonable adjustments for managing misbehaviour which is related to a pupil’s disability. Any genuine religious or belief requirements which may affect a pupil, for example, when being able to present their case will also be considered.
- 1.5 This policy can be made in larger print or more accessible format if required. This policy should be read in conjunction with Cresconova’s Anti-Bullying, Exclusions and Safeguarding Policies.

2. Our Shared Values

- 2.1 Respect** – We treat everyone kindly and value each person’s ideas and contributions.
- 2.2 Responsibility** – We take care of our Centre, tools, and materials.
- 2.3 Safety** – We follow the rules to keep ourselves and others safe.
- 2.4 Inclusivity** – Everyone belongs here, and we celebrate our differences.

3. Aims

- 3.1 To ensure a positive and safe working environment for all.
- 3.2 To encourage good behaviour.
- 3.3 To allow all students opportunities to succeed.
- 3.4 To encourage a respect for learning.
- 3.5 To provide clear structures in which all can feel supported.
- 3.6 To establish a culture of mutual respect and tolerance.

4. Code of Conduct

4.1 For All Students (8-16 Years)

4.1.1 Respect for Others

- (i) Speak kindly and listen when others are talking.
- (ii) Bullying, teasing, or name-calling will not be tolerated.

4.1.2 Respect for Property

- (i) Use learning materials and equipment responsibly.
- (ii) Do not damage or deface Centre property or others' belongings.

4.1.3 Safe and Positive Behaviour

- (i) Follow all safety instructions provided by staff
- (ii) Keep hands, feet, and objects to yourself.

4.2 Additional Expectations for Older Students (13-16 Years)

- (i) Practice self-discipline by managing your time and tasks responsibly.
- (ii) Respect others' opinions during group discussions, even if you disagree.
- (iii) Serve as role models for younger students when sharing space.

4.3 Be an Ally

- 4.3.1.1 Encourage and support peers who may feel excluded or need help.

5. For All Students (8-16 Years)

- 5.1 The Centre is a safe, inclusive space where everyone is valued, regardless of race, gender or background.
- 5.2 Discriminatory language or actions will result in immediate disciplinary action.
- 5.3 If you witness or experience exclusionary behaviour, report it to a staff member immediately.

6 Promoting Peer Support

6.1 Younger Students (8-12 Years): Learn how to be kind and include everyone in activities.

6.2 Older Students (13-16 Years): Be inclusive leaders and set a positive example for younger peers.

7 Technology and Device Usage

7.1 For All Students (8-16 Years)

7.1.1 Devices (tablets, etc.) should only be used for educational purposes during class time.

7.1.2 Personal devices must remain at home. Those brought to the centre will be kept silent and stored away.

7.1.3 Social media, gaming, and unrelated apps should not be used during programme hours.

7.1.4 Follow staff guidance on when and how devices can be used.

8 Additional Guidelines for Older Students (13-16 Years)

8.1 Demonstrate responsible use of technology, including avoiding distractions during independent work or group projects.

9 Safeguarding Duties

9.1 All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow Cresconova's Safeguarding procedures.

9.2 Cresconova will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, Cresconova will consider whether support systems are needed to be put in place and whether liaising with external agencies is necessary or appropriate.

10 Malicious Allegations Against Staff

10.1 The Chief Creative Officer will decide whether to take disciplinary action in accordance with this policy where a pupil is found to have made false and malicious allegations against a member of staff.

11 Searching Pupils and/or their Possessions

11.1 Cresconova may carry out searches of pupils and/or their possessions. Only the Chief Creative Officer and authorised members of staff may conduct a *without consent*

search of a pupil and/or their possessions. Cresconova does not conduct intimate searches and only outer clothing will be required to be removed.

- 11.2 The consent of the student will usually be obtained before conducting a search unless the Chief Creative Officer and authorised members of staff reasonably suspects that an item has been, or is likely to be, used to commit an offence or cause personal injury or damage to property. All personal searches will be conducted by a member of staff of the same gender as the pupil and in the presence of another member of staff. A search may also be conducted outside of Cresconova's premises where the pupil is in the lawful control of Cresconova.
- 11.3 Items which may be searched for include any item banned under the rules of Cresconova and any other item identified as such by law. If the item is an electronic device, Cresconova may examine and erase any data from the device if Cresconova considers there to be good reason to do so.
- 11.4 Parents will be informed of any search conducted of their child and/or their child's possessions. Cresconova will keep records of all searches carried out including the results of the search and any follow up action taken.

12 Use of Force

- 12.1 Cresconova may use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline at the Centre. Cresconova does not use or threaten to use corporal punishment.

13 Sanctions

- 13.1 Some sanctions will be required from time to time for conduct which falls below the standard which could reasonably be expected of pupils. The Chief Creative Officer may prescribe and authorise any of the sanctions found at Appendix 1.
- 13.2 When negative or anti-social behaviour occurs it must be challenged by staff, and all instances of negative behaviour require staff intervention. We believe that the most efficient and effective way to shape behaviour is through appropriate and immediate intervention. In many cases a verbal warning from a member of staff will suffice except where, for example, the misbehaviour is particularly serious. Cresconova will also consider what support can be offered to the pupil help address their misbehaviour.
- 13.3 In addition, staff must be prepared to involve pastoral support. Equally, Cresconova must be prepared for the eventuality that students may continue their negative behaviour despite initial warnings. Appendix 1 sets out the sanctions available.

14 Consequences for Policy Violations

14.1 For All Students (8-16 Years)

14.1.1 We take behaviour seriously to protect the well-being of everyone. Violations will result in the following steps, adjusted to the student's age and behaviour:

1. **Verbal Warning** – For minor infractions (e.g., talking out of turn, minor disruptions).
2. **Written Warning and Parent/Guardian Notification** – For repeated or moderate offenses.
3. **Temporary Suspension or Permanent Removal from Enrolment** – For serious violations, we may arrange a meeting with parents and implement a suspension from activities, or removal from the program.

14.2 Behaviour Reflection for Younger Students (8-12 Years)

14.2.1 Younger students may be asked to complete a "Think Sheet" to reflect on their behaviour and learn from the situation.

14.3 Restorative Actions for Older Students (13-16 Years)

14.3.1 Older students may participate in restorative conversations or actions, such as apologising to those affected or volunteering to help with Centre activities.

All students and their parents/guardians must review and sign this policy upon enrolment. By signing, you agree to uphold the values and expectations that ensure a safe, respectful, and productive environment for all.

Student and Parent Agreement

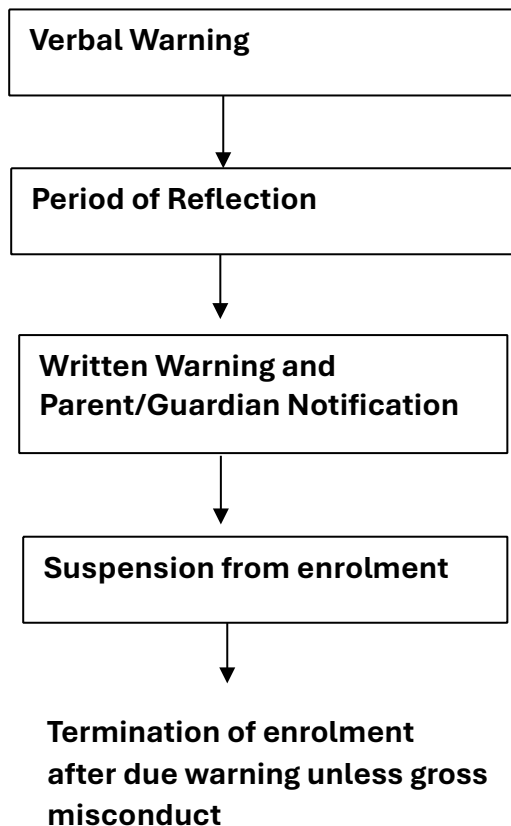
By participating in our Learning Centre, you agree to follow this Behaviour Policy. Let's work together to create a positive and enriching environment for everyone!

Parent/Guardian Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Appendix 1

Behaviour Management Flow Chart



- 4.1 Each layer of intervention* allows the pupil to adopt improved behaviour and thereby avoid an incline in sanctions. Staff must assess the severity of each incident and then assess at which stage to enter the sanction structure. Senior Management Team Involvement may result in Suspension or Exclusion (please refer to Exclusion Policy).
- 4.2 At no stage will Cresconova use corporal punishment or nuisance punishments.
- 4.3 *See earlier section for explanations of each sanction.

THE INCLINE OF SANCTIONS

All sanctions are reasonable and proportionate to the circumstances of each case, taking into account the pupil's age, any SEN and/or disability and any religious requirements affecting the pupil.

Cresconova also recognises that positive discipline and reward methods can be effective in managing a student's behaviour.

1. Stage 1

1.1 Behavioural and Academic

- 1.1.1 When students breach acceptable levels of behaviour, staff will intervene. The severity of the issue will dictate the level of response and also dictate which level of sanction may be imposed. The sanctions available for these events are as follows:

1.2 Verbal Warning

- 1.2.1 The member of staff involved will issue a verbal directive with regards inappropriate behaviour. This should be followed up with advice and instruction to the pupil on how to avoid this behaviour.

2. Stage 2

2.1 Internal Suspension

- 2.1.1 Internal suspension will only be used as a temporary sanction to remove a student from a potentially explosive situation.

2.2 Period of Reflection

- 2.2.1 A period of time spent under supervision of Cresconova staff or parents/guardians, to allow pupils an opportunity to reflect on actions.

3. Serious or persistent misconduct

3.1 Serious or persistent breaches of rules may result in the following:

3.1.1 Temporary Exclusion from Enrolment

- (a) Only likely to be used in extreme cases, and only by the Chief Creative Officer. Issued with a final written warning, following a meeting of all concerned with the Chief Creative Officer. Please refer to Cresconova's Exclusion Policy.

3.1.2 Contracts

- (a) Following serious breaches of discipline, pupils may be placed on a contract specific to the breach of discipline. This will be written by the appropriate member of staff and agreed with pupil and parents, usually in person.

3.1.3 Permanent Exclusion from Enrolment

- (a) This is usually reserved for a serious breach(es) of rules. Please refer to the Exclusion Policy.

4. Involving Parents

- 4.1 Cresconova recognises the importance of parental involvement and support in managing behaviour inside (and outside) of the Centre. Effective strategies are those that are supported and understood by parents and Cresconova will involve parents in helping address misconduct.

5. Records

- 5.1 Records are kept of all major sanctions, for example, temporary or permanent exclusions and disciplinary meetings involving parents. Details will include the pupil's name, the nature and date of the misconduct and sanction imposed. This is to help Cresconova identify any patterns of misbehaviour.