



Creative Inclusion

LEARNING STUDIO

Creative Inclusion: An Independent Alternative
Specialist Provision

Behaviour Policy

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1. Statement of Intent

Creative Inclusion believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of provision life. Creative Inclusion is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with learners to enable early intervention.
- A shared approach which involves learners in the implementation of the provision's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all learners can achieve.

Reasonable and proportionate consequences will be used where a learner's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. Creative Inclusion acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), we will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted, and learners are taught to be resilient. Creative Inclusion will aim to promote resilience as part of a whole-provision approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of learners and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop learners' knowledge about health and wellbeing
- Community engagement – the provision proactively engages with parents, outside agencies and the wider community to promote consistent support for learners' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a learner's mental health, behaviour, and education. Where vulnerable learners or groups are identified, provision will be made to support and promote their positive mental health. The provision's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these learners for any SEMH-related difficulties that could affect their behaviour.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The Provision Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in provisions'
- DfE (2021) 'Sexual violence and sexual harassment between children in provisions and colleges'
- DfE (2022) 'Behaviour in provisions: Advice for Head of Provisions and provision staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for provisions'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained provisions, academies and learner referral units in England, including learner movement'

This policy operates in conjunction with the following provision policies:

- Learner Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints and Representation Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Safeguarding and Child Protection Policy
- Smoke-free Policy
- Learner Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

3. Definitions

For the purposes of this policy, the provision will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the provision within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from provision
- Refusing to comply with disciplinary consequences
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of learners
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, we will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other learners, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at provision without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Roles and responsibilities

The Advisory Board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-provision culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the provision’s Complaints Procedures Policy.
- Ensuring this policy is published on the provision website.

The Head of Provision will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the provision. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of learners' conduct and behaviour and implementing measures to achieve this.
- Determining the provision rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and learners at least once a year.
- Reporting to the Advisory Board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Mental Health Nurse will be responsible for:

- Overseeing the whole-provision approach to mental health, including how this is reflected in this policy, how staff are supported with managing learners with SEMH-related behavioural difficulties, and how the provision engages learners and parents with regards to the behaviour of learners with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The Intervention and Wellbeing Mentors will be responsible for:

- Collaborating with the Advisory Board, Head of Provision and the mental health nurse, as part of the leadership team, to determine the strategic development of behaviour and SEMH policies and provisions in the provision.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support learners with SEND, in line with the provision's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a learner's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for learners with behavioural difficulties in collaboration with parents, and, where appropriate, the learners themselves.
- Aiming to teach all learners the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every learner achieving their full potential, and that every learner with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the learners in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting learners in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every learner.
- Being aware of the needs, outcomes sought, and support provided to any learners with specific behavioural needs.
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
 - Head of Provision.
 - Mental Health Nurse
- As authorised by the Head of Provision, learners who display poor levels of behaviour will have consequences.

Learners will be responsible for:

- Their own behaviour both inside provision and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the provision rules and reinforcing this at home.
- Informing the provision of any changes in circumstances which may affect their child's behaviour.

5. Staff induction, development and support

All new staff will be inducted clearly into the provision's behaviour culture to ensure they understand its rules and routines and how best to support all learners to participate in creating the culture of the provision. Staff will be provided with bespoke training, where necessary, on the needs of learners at the provision to enable behaviour to be managed consistently.

The Leadership Team will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a learner's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting learner wellbeing will be supported to undertake any relevant training or qualifications. The Leadership Team and the Head of Provision will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the provision.

6. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Intervention and Wellbeing Mentor will be responsible for recording behaviour on LearnTrek and the DSL will keep a record of all reported incidents to help identify learners whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a learner's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with learners, a phone call with parents, and inquiries into circumstances outside of provision by the DSL, will be provided alongside the use of consequences to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following consequences will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Working with key workers to reflect on behaviours through the use of social stories
- Removal of privileges
- Time out with a member of staff to regulate
- Provision-based community service, e.g. tidying the learning room

Where a learner's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- Learning room teaching staff deal with the behaviour initially; appropriate consequences will be applied. Teachers may use support staff to give learners appropriate time and space to regulate in line with learner's needs.
- The Intervention and Wellbeing Mentors will be called for to assist key workers and teaching staff in dealing with a behaviour related incident.
- It may be that the learner needs time to calm in the sensory room or time to regulate outside. In this case learners will be supervised and an appropriate consequence focused on the behaviour, will be put in place once the situation has calmed down.
- If staff require a more senior member of staff to support, the Head of Provision may be called for. This will be in the most serious cases and will lead to further support and consequences such as, behaviour report and a phone call home from the Head of Provision.
- The learner is sent to the Head of Provision immediately or, in the Head of Provision's absence, the most senior member of staff.
- The Intervention and Wellbeing Mentor investigates the incident and decides whether it constitutes unacceptable behaviour.
- Any behaviour incident will be recorded on the learner's permanent record on LearnTrek.
- Recording behaviour incidents on LearnTrek will follow the Behaviour model 1-5 (**Reminder, Reteach, Restorative, Remove, Reset**) as outlined in the chart in Section 15, page 19.
- Any behaviour incident will be discussed with parents/carers as part of our weekly home provision communication.
- Where deemed necessary, e.g. after other behavioural strategies in the learning room have been attempted or the behaviour is so extreme as to warrant immediate removal, parents will be contacted, and the learner will be taken home.
- Where a learner is sent home they will be provided with work and will not return to provision until parents have attended a return-to-work meeting.
- Any return-to-work meeting will result in a Behaviour support plan and positive monitoring report to be enacted, the length of which will be determined by the Head of Provision.

Following repeated incidents of unacceptable behaviour, or a serious incident, the following consequences will be implemented:

Emergency review meeting with parents, teacher and LA to review support on the EHCP.

The Head of Provision will consider whether a permanent exclusion is necessary, in line with the provision's Suspension and Exclusion Policy.

For discipline to be lawful, the provision will ensure that:

- The decision to discipline a learner is made by a paid member of provision staff, or a member of staff authorised to do so by the Head of Provision.
- The decision to discipline a learner is made on the provision premises or whilst the learner is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a learner is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The provision will ensure that all discipline is reasonable in all circumstances, and will consider the learner's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and consequences for unacceptable behaviour

This section outlines the provision's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using consequences and support effectively and appropriately to improve learners' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help learners manage their behaviour and reduce the likelihood of more severe consequences will be used. Support will consider the learner's specific needs and may be delivered outside of the learning room, in small groups or in one-to-one activities. A weekly monitoring system through staff briefing will be in place to ensure relevant members of staff are aware of any learner that is:

- Persistently misbehaving
- Not improving their behaviour following low-level consequences
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Learner support sessions
- Engagement with local partners and agencies

Behaviour curriculum

Positive behaviour will be taught to all learners as part of the behaviour curriculum through our daily morning Ground and Grow programme in order to enable them to understand what behaviour is expected and encouraged, and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the provision, e.g. lining up quietly outside the learning room before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all learners. Appropriate and reasonable adjustments to routines for learners with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-learner relationships

Positive teacher-learner relationships are key to combatting unacceptable behaviour. The provision will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their learners and create a strong foundation from which behavioural change can take place.

Preventative measures for learners with SEND

Behaviour will always be considered in relation to a learner's SEND. If it is deemed that a learner's SEND has contributed to their misbehaviour, the provision will consider whether it is appropriate and lawful to consequence the learner.

Where a learner is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The provision will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the learner concerned.

Measures the provision will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a learner whose SEND means they find it difficult to sit still for long
- Ensuring a learner with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a learner with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice

- All staff are trained in the PACE approach
- Whole provision use of the Zones of Regulation
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a learner's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the learner and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the learner a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the provision's Physical Intervention Policy, all staff will be trained and will have the legal right to use reasonable force to prevent learners from committing an offence, injuring themselves or others, or damaging provision property, and to maintain good order and discipline in the learning room.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the learner will be immediately taken to the Head of Provision, and the learner's parent will be contacted. Where appropriate, the Head of Provision may decide to temporarily remove the learner from the provision via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the learner's parent will be asked to collect the learner and take them home for the rest of the day – learners will not be sent home without the provision contacting their parent.

Any violent or threatening behaviour will not be tolerated by the provision and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Head of Provision as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving learners with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the learning room

The provision may decide to remove learners from the learning room for a limited period, at the instruction of a member of staff.

The learner will be moved to a room that is:

- In an appropriate area of the provision
- Stocked with appropriate resources

- Suitable to learn and refocus
- Supervised by trained members of staff

The provision will only remove learners from the learning room where absolutely necessary and for the following reasons:

- To maintain the safety of all learners and restore stability following an unreasonably high level of disruption
- To enable disruptive learners to be taken to a place where education can continue in a managed environment
- To allow the learner to regain calm in a safe space

The provision will ensure that learners' health and safety is not compromised during their time away from the learning room, and that any additional requirements, such as SEND needs, are met.

The amount of time that a learner spends removed from the learning room will be up to the provision to decide. This could be for more than one provision day. The provision will ensure that the learner is not removed from the learning room any longer than necessary.

The staff member in charge and supervising the learner will decide what the learner may and may not do during their time spent removed from the learning room. The Head of Provision will request that the learner's class teachers set them appropriate work to complete.

The Head of Provision will establish a clear process for the reintegration of a learner who has been removed from the learning room when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the learner return and meet the expected standards of behaviour. Reintegration meetings will be held between the provision, learner and their parents, and other agencies if relevant, where necessary.

Learners will be permitted to eat during the allocated times of the provision day and may use the toilet as required.

Detentions

The provision will make it clear to parents and learners that they are able to use detention as a consequence to deter future misbehaviour, both during and outside of provision hours. The use of detention as a consequence will be applied fairly and consistently, and staff and learners will be made aware of when it may be used.

All staff at the provision will be permitted to impose detention on a learner, unless the Head of Provision decides to withdraw this power from any staff member. The Head of Provision may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

Detentions will only be used during the provision day for breaks and lunch time. This is due to transport.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the learner. If the detention is during lunchtime, 20 minutes will be allocated to allow the learner time to eat, drink and use the

toilet. When determining whether it is reasonable to issue a detention outside of provision hours, staff will consider the following:

- Whether the detention is likely to put the learner at increased risk.
- Whether the learner has known caring responsibilities.
- Whether the detention timing conflicts with a medical appointment.
- Whether parents should be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after provision and the learner is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the learner; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a learner's safety or pose a risk to staff. An alternative and appropriate consequence will be issued instead.

8. Sexual abuse and harassment

The provision will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The provision's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The provision will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

In cases where deemed necessary, learners will be permanently excluded.

9. Smoking and controlled substances

The provision will follow the procedures outlined in its Smoke-free Policy and Learner Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the provision is a smoke-free environment. Parents, visitors, staff and learners will be instructed not to smoke on provision grounds. Learners will not be permitted to bring smoking materials or nicotine products to provision.

The provision will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with learners related to controlled substances occur, the provision will follow the procedures outlined in the Learner Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

10. Prohibited items, searching learners and confiscation

Head of Provisions and staff authorised by them will have a statutory power to search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a prohibited item. Authorised members of staff will be permitted to use

reasonable force when conducting a search without consent for the prohibited items listed below, in line with the provision's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

[The model list below was created using the DfE's '[Searching, Screening and Confiscation](#)' guidance. To search for any items not prohibited by provision rules, staff will require the consent of the learner being searched.]

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Energy drinks.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the learner themselves; or
 - To damage the property of any person, including the learner themselves.

The provision will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Mobile phones
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Food and drink brought onto the premises that is not a packed lunch

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the provision's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

11. Effective learning room management

Well-managed learning rooms are paramount to preventing disruptive and unacceptable behaviour. Effective learning room management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all learners.
- Establish agreed rewards and positive reinforcements.
- Establish consequences for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep learners stimulated.

Subject to reasonable adjustments, e.g. those made for learners whose SEND may affect their behaviour, learners will be expected to follow the provision Learner Code of Conduct, which requires learners to:

- Conduct themselves around the provision premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and learners.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the provision environment.

Learning room rules and routines

The provision will have an established set of clear, comprehensive and enforceable learning room rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The provision will also have an established set of learning room routines to help learners work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all learners, then explaining the task clearly so all learners understand what they are supposed to be doing.

The Head of Provision will ensure all teachers understand learning room rules and routines and how to enforce them, including any consequences for not following the rules. Teachers will support learners to understand and follow learning room rules and routines. Teachers will inform learners of learning room rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help learners understand why they are needed and will model rules and routines to ensure learners understand them. Teachers will also explain clearly to learners what will happen if they breach any learning room rules to ensure learners are aware of the consequences that may be imposed.

To support learners’ continued awareness and understanding of learning room rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on learning room walls and providing regular verbal reminders of the routines. Teachers will also ensure that learning room rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the provision year, once the learning room rules have been devised, learners will be provided with a learning room rules agreement which they are required to read and sign. All rules outlined in the learning room rules agreement are applicable to learners’ behaviour elsewhere on the provision premises and outside of the provision – teachers will ensure that learners understand this.

The Learning Environment

The provision understands that a well-structured learning environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the learning room, e.g. wherever possible, teachers avoid standing with their backs to learners and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see learners' faces, that learners can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The provision will recognise that praise is key to making learners feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to strengths, rather than the work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a learner's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the provision understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage learners to praise one another, and praise another learner to the teacher, if they see them modelling good behaviour.

As with praise, the provision understands that providing rewards after certain behaviour means that learners are more likely to model the same behaviour again. For rewards to be effective, the provision recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all learners are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies

- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

12. Behaviour outside of provision premises

Learners at the provision must agree to represent the provision in a positive manner. The guidance laid out in the Learner Code of Conduct will apply both inside provision and out in the wider community, particularly if the learner is dressed in provision uniform.

Staff can discipline learners for misbehaviour outside of the provision premises, including conduct online, when the learner is:

- Travelling to or from provision.
- Taking part in any provision-related activity.
- In any way identifiable as being a learner at the provision.

Staff may also discipline learners for misbehaviour outside the provision premises, including conduct online, that:

- Could negatively affect the reputation of the provision.
- Could pose a threat to another learner, a member of staff at the provision, or a member of the public.
- Could have repercussions for the orderly running of the provision.

Any bullying witnessed outside of the provision premises and reported to the provision will be dealt with in accordance with the Anti-bullying Policy. The provision will impose the same consequences for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the provision premises as would be imposed for the same behaviour conducted on provision premises. In all cases of unacceptable behaviour outside of the provision premises, staff will only impose consequences once the learner has returned to the provision premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of learners from the provision are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

13. Data collection and behaviour evaluation

Creative Inclusion will collect data from the following sources:

- Behaviour incident data, including on removal from the learning room
- Attendance, permanent exclusion and suspension data
- Use of learner support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, learners, governors, and other stakeholders on their perceptions and experiences of the provision behaviour culture

The data will be monitored and objectively analysed Half termly by the Head of Provision, DSL and the proprietor. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform provision policies and practice.

14. Monitoring and review

This policy will be reviewed by the Head of Provision, Intervention and Wellbeing Mentor, and mental health nurse on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is July 2026

15. Behaviour Model 1 – 5 Chart

	1. Reflect	2. Regulate	3. Restorative	4. Repeat	5. Reset
1. Reflect	1. Reflect 2. Regulate 3. Restorative 4. Repeat 5. Reset				
2. Regulate					
3. Restorative					
4. Repeat					
5. Reset					

At Creative Inclusion Positive Behaviour Model 1 – 5 enables us to work together as a whole provision community to create environments, systems and practices that support children to make positive behaviour choices. We respond in a manner that is calm, consistent, timely and respectful.

Events	Low Minor (Reminder/Reteach) Low level disruption, which may interfere with teaching and learning		Medium Minor Medium acts of misconduct, may include repeated minor behaviour (despite interventions) which do not seriously endanger others health or well-being		Major Major acts of misconduct which may include repeated acts of medium behaviour, high level disruption and/or serious threat to health, safety, property	
Staffing	Teacher managed (in class)		Teacher managed Key Worker involved/support		LEADERSHIP TEAM involvement/support Teacher involvement/support	
Behaviour	Offensive, inappropriate remarks Rough play. Slow response to teacher requests. Noisemaking, silly answers. Annoying, altering names. Not returning items immediately. Borrowing something without asking.		Repeated offensive language/remarks Wrestling, bumping into others Refusal to participate, low level disruption Repeated disruptive behaviours Putdowns, targeted insults Thoughtless damage of property Taking minor value items Unscheduled use of technology		Swearing to harass or show defiance Hitting, kicking, punching Ignoring instructions, leading to unsafe situation Behaviour stopping learning in class Racist behaviour/bullying Purposefully damaging/defacing property Taking items of significant value Illegal or inappropriate use of technology	
Restorative actions / consequences Always choose the least intrusive intervention first.	Ignore → praise Repeat rule, routine, and boundary expectations Provide choices Reflect on what happened 1:1 restorative conversation Move to another space within learning room ZoR review to support self and co regulation Natural consequence (e.g. tidy-up, make up time) 'Reset' conversation		Temporary removal from activity Move space (Intervention Room/SILs) Repeat behaviour expectations Restorative conversation (Intervention & Wellbeing Lead, teacher & CYP) Mutually agree on logical/natural consequence (e.g. walk with teacher, restore relationship apologise, clear up, loss of tech privileges) ZoR to support regulation Parent meeting, reflection sheet sent home 'Reset' conversation		Ensure safety of all Remove from area where they can cause harm Loss of Privilege LEADERSHIP TEAM restorative conversation (LEADERSHIP TEAM, teacher and child) with repeat of provision expectations Mutually agree on consequence (e.g. monitored/supervised breaks, complete classwork in alternative space (regulation), stand down) Parent meeting, reflection sheet sent home 'Reset' conversation	
"CYP speak"	I need to think about my actions and the consequences they could lead to. I need a reminder of the provision rules/values.		I am stopping others from learning I am not being kind to myself or others I need time to reflect on my choices		I am a danger to myself or others I am not able to correct my behaviour I am not able to follow adult instructions	
Follow up	Record on LearnTrek		Record on LearnTrek by teacher involved Parent contact by teacher and reflection sheet sent home		Record on LearnTrek (by all witnessing staff, follow up details LEADERSHIP TEAM) Parent contact by LEADERSHIP TEAM Behaviour Plan if no improvement in behaviour	
	Behaviour resolved: Praise and reward appropriate behaviour	Behaviour unresolved: Move to Medium Minor- seek LEADERSHIP TEAM support	Behaviour resolved: Praise and reward appropriate behaviour	Behaviour unresolved: Move to Major seek LEADERSHIP TEAM support Behaviour Plan	Behaviour resolved: Praise and reward appropriate behaviour	Behaviour unresolved: Suspension External referral

NO IMPROVEMENT IN BEHAVIOUR *3-5 minors in a week- seek additional support from LEADERSHIP TEAM *10+ a term- seek additional support from LEADERSHIP TEAM	
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16. Rewards

“When we understand that behaviour is telling us something about a child’s inner experience, we can approach them with empathy and support... This helps children feel safe, understood, and valued, ultimately supporting their learning and building crucial skills for a safer and more successful future” Dr. Leanne Johnson, Head of Trauma-Informed Practice OFG

Creative Inclusion Rewards Chart	
Daily	• Specific and individualised positive praise and recognition that reinforces personal growth, values, and effort – not just achievement (learners will be consulted as to how they would like to receive their praise. • “Being Good” Moments – recognition for positive behaviours and actions that builds intrinsic motivation
Weekly	• Positive phone calls home • Choice and Autonomy – learners have choices in their learning and activities • Community Service and Volunteering – opportunities for learners to positively contribute to their provision and community
Half-termly	• Celebration afternoons • Learner-led Activities – a full drop-down day of activities planned by learners, encouraging them to take ownership of their learning and participate in the decision-making
Termly	• Creator certificates and badges • Trips - regional • ‘Vouchers’ for Relationship-Focused Activities – a day with the Head of Provision, group activities away from the provision
Annually	• Formal celebration events • Learner leadership roles • Overnight Trips in the UK and/or abroad

17. The Creative Inclusion Way



The Creative Inclusion Way



Creative Inclusion
LEARNING STUDIO

In Sessions

- We arrive to sessions on time
- We apply our best efforts to the tasks we are doing
- We respect individuality
- We allow others to contribute positively to the sessions
- We listen carefully
- We are polite and kind

Around the Studio

- We always walk in a calm and orderly way
- We hold doors open for others
- We use appropriate language at all times
- We respect the feelings and beliefs of others
- We respect the personal space of others
- We wear appropriate clothing at all times

Outside of the Studio

- We show kindness to our community
- We show respect to our community
- We travel to and from our studio respectfully and courteously
- We place litter in bins

Building Today's Youth for the Future

18. Hosting Restorative Conversations

Research shows that a reparative approach to behaviour management empowers learners and staff to agree on corrective choices to mitigate the likelihood of this negative behaviour reoccurring in the future. Therefore, all staff are expected to facilitate a conversation with the learner when the appropriate actions have been taken in the lesson to allow for both parties to better understand the motivating factors behind the learner's behaviour. At all times, staff will refer to the provision values to de-personalise poor choices and ensure consistency from one restorative meeting to the next. The following format will take place either as a verbal activity or as a writing then-review exercise.

What happened?	Both learner and staff detail their experience of the situation and the event. There is a possibility here to explore what both parties were thinking and feeling during the event.
How did it impact on your own and other's learning?	Opportunity for learners to reflect on their behaviour, as well as providing a prompt on the likely disruption caused to others' learning.
What do you need to do differently next time?	Reflection and focus on the next steps, to prevent and avoid this disruptive behaviour in the future. There may be specific outcomes or language that can be used in the event of an escalating issue in the future.
How can I help you with that?	Does the learner need any additional support at this point?

There is no set time that this should take, and it is possible to work through these questions in a short space of time. Members of staff lead this interaction; however, it is important that following the restorative conversation that both parties leave knowing what will be done differently next time. On occasion, this may take longer to unpick, need a more nuanced approach or even another adult facilitating the conversation, to ensure both parties leave the conversation feeling empowered, cared for and respected.

19. Behaviour Incident Form

Name of Learner		Year Group	
Name of Staff Member		Location of Incident	
Date		Time	
Before the incident: What led to the behaviour?			
During the incident: What did the learner do?			
After the incident: What were the consequences of the behaviour?			
Additional Comments:			

20. Behaviour Management Observations Review Form

Name of Learner		Year Group	
Name of Key Worker		Location of Observation	
Date		Time	
Do there appear to be any patterns triggering the learner's behaviour?			
Are our existing management systems effective?			
What achievable targets could we implement for the learner to work towards?			
Learner's Strengths			
What strategies will help the learner achieve their targets?			
Additional Comments:			