



Creative Inclusion

LEARNING STUDIO

Creative Inclusion: An Independent Alternative Specialist Provision

Behaviour Principles Written Statement

Effective Date: July 2025

Approved by: Advisory Board August 2025

Review Date: July 2027

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

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Definitions

For the purposes of this Statement, a child, young person, learner is referred to as a 'child'.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Introduction

Section 88 of the Education and Inspections Act 2006 requires Governing Bodies and Management Committees of maintained schools to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing a written statement of behaviour. The Advisory Board has a duty to produce, and review, a written statement of general principles to guide the Head of Provision in determining measures to promote good behaviour and discipline amongst learners.

The document 'Behaviour and discipline in schools' – Guidance for Governing Bodies' has been used as a reference in producing this Statement of Behaviour Principles by the Advisory Board of Creative Inclusion.

Schools are required to have a Behaviour Policy and procedures which includes the school rules. It is the responsibility of the Head of Provision along with all staff in Creative Inclusion to produce our Behaviour Policy and procedures and the duty of the Advisory Board to provide the Head of Provision with a clear written statement of the principles around which the Behaviour Policy and procedures will be formed and follow. The Statement of Behaviour Principles will be reviewed regularly as indicated on the title page to take account of any legislative or other changes which may affect the content or relevance of this document.

In deciding on these Behaviour Principles, the Advisors consulted with parents, learners, staff and the Head of Provision to ensure that the principles are both relevant and appropriate for the standard of behaviour expected (our rules); the use of rewards and consequences; the circumstances in which reasonable force will be used and when multi-agency assessment will be considered for learners who display continuous disruptive behaviour in our provision.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the Code of Conduct for Staff and Other adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012 (rev 2013)' and in relation to the Code of Conduct, Part 2 of the Teachers' Standards – Personal and Professional Conduct.

Part 1 of the Teachers' Standards also requires teachers and staff to manage behaviour effectively to ensure a good and safe learning environment. In doing so they are required to:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the provision, in accordance with our behaviour policy and procedures;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, consequences and rewards consistently and fairly;
- manage classes and groups effectively, using approaches which are appropriate to learners' individual needs to engage and motivate them;
- maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary.

Principles

Right to always feel safe

Everyone has the right to always feel safe whilst in our setting. There should be mutual respect between staff and learners; learners and their peers; staff and their colleagues and staff and parents or other visitors to Creative Inclusion. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal learning hours, will be dealt with in accordance with the consequences laid out in the Behaviour Policy and procedures.

All staff must be aware of the risk of radicalisation and be alert to changes in a learner's behaviour which could indicate that they may need help or protection. Creative Inclusion's Online Safety Policy details our procedures for promoting online safety and preventing access to terrorist and extremist materials when accessing the internet. Learners' resilience to radicalisation will be built up by achieving a positive ethos in Creative Inclusion as laid out in the Behaviour Policy and procedures and with the promotion of fundamental British values.

High standards of behaviour

The Advisory Board strongly believe that high standards of behaviour lie at the heart of a successful provision. Such expected behaviour will enable all its young people to make the best possible progress in all aspects of their educational life and work, and all staff to be able to teach and promote good learning without interruption.

The Advisory Board also believe that the expectation of high standards of behaviour which are required during the learning day can have a positive effect on the life of young people outside our provision in encouraging them to become acceptable members of the wider community.

Inclusivity and Equality

Creative Inclusion is an inclusive provision. All members of our community should be free from discrimination of any description, and this is further recognised in our Single Equality Scheme and promoted in the day-to-day running of our setting. The Behaviour Policy and procedures must emphasise that bullying and discrimination because of gender, race, ability, sexual orientation or background is unacceptable and attracts a zero-tolerance attitude. The Policy and procedures must, therefore, include an anti-bullying statement which is clear, concise and is understood by all members of the school community. Measures to counteract bullying of all forms including cyber bullying and discrimination will be consistently applied and monitored for their effectiveness.

Creative Inclusion's legal duties to comply with the Equality Act 2010 and which are described in the provision's Single Equality Scheme will be further reinforced through the Behaviour Policy and procedures and will seek to safeguard vulnerable learners, particularly those with special educational needs where reasonable adjustments in the Behaviour Policy's application may be made.

Creative Inclusion Rules

The Behaviour Policy and procedures must include details of our rules. These should set out the expected standards of behaviour, be displayed in all learning rooms and shared with and explained to all learners in an age-appropriate manner. The Advisory Board expect that any rules are applied consistently across the whole setting by staff and others to whom this authority has been given. Our rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and the appropriate level of consequence for inappropriate or unacceptable behaviour.

Rewards

The Advisory Board expect the Behaviour Policy and procedures to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole setting. The rewards system will encourage good behaviour in the learning room and elsewhere in the setting. The Advisory Board expect that any rewards system is explained to others who have responsibility for young people such as extended provision and, where applicable, home to school transport so that there is a consistent message to learners that good behaviour reaps positive outcomes. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Consequences

Consequences for unacceptable or poor behaviour should be known and understood by all staff, other adults with authority for behaviour, learners and parents. Like rewards, consequences must be consistently applied across the whole setting, including extended provision and, where applicable, home to school transport. The range of consequences must be described in the Behaviour Policy and procedures so that all concerned are aware of and understand how and when the consequences will be applied. Creative Inclusion Behaviour Policy and procedures should explain how and when exclusions (both fixed-term and permanent) will be used as a consequence. The Policy and procedures should include the provision for an appeal process against a consequence where a learner or parent believes the setting has exercised its disciplinary authority unreasonably. The Advisory Board, however, believes that the exclusion consequence should only be used as a very last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Head of Provision may inform the Police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place. It is important that consequences are monitored for their proper use, consistency and effective impact.

Power to Screen and Search Learners

The Advisory Board expect the Behaviour Policy and procedures to clearly explain to staff and others with authority their powers in relation to the screening and searching of learners for items which are 'prohibited' and/or banned in accordance with the rules.

The use of Reasonable Force

The Advisory Board expect the Behaviour Policy and procedures to clearly outline the circumstances where staff may use reasonable force and other physical contact to control inappropriate behaviour including removing disruptive learners from learning rooms or preventing them from leaving. A definition of 'reasonable force' should be included which will explain how and under what circumstances learners may be restrained. The Advisory Board expects that appropriate and 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques. Mention should also be made of the need for individual learner 'Behaviour Management Plans' which may specify particular physical intervention techniques for the learner concerned.

The Power to discipline for behaviour outside Creative Inclusion gates

The Advisory Board expects the Behaviour Policy and procedures to set out our response to non-criminal bad behaviour and bullying (including cyberbullying and sexting) which occurs anywhere off the premises, and which is witnessed by a member of staff or reported to the setting. The Policy should include the setting's response to any bad behaviour when the child is:

- Taking part in any Creative Inclusion-organised or related activity, or;

- Travelling to and from Creative Inclusion, or;
- In some other way identifiable as a learner at the school.

Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:

- Could have repercussions for the orderly running of Creative Inclusion, or;
- Poses a threat to another learner or member of the public, or;
- Could adversely affect the reputation of Creative Inclusion.

Pastoral Care for Creative Inclusion Staff

The Behaviour Policy and procedures must include details of how Creative Inclusion will respond to an allegation against a member of staff. The Advisory Board would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. They would, however, expect the Head of Provision to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support that staff can expect to receive if they are accused of misusing their powers. In addition, the Behaviour Policy and procedures should set out the disciplinary action that will be taken against learners who are found to have made malicious accusations against Creative Inclusion staff.