



Core Creative Education CIC

CCE04 Behaviour Policy

Explore - Create - Learn – Grow

1. Purpose and Scope

This Behaviour Policy sets out Core Creative Education's (CoRE) approach to:

- Promoting positive behaviour
- Preventing violence, bullying, and abuse
- Ensuring a safe and respectful environment for all

This policy applies to:

- All students enrolled at CoRE
- All staff and volunteers
- Parents, guardians, contractors, and visitors accessing the CoRE site

CoRE is committed to fostering a culture of respect, safety, and personal growth. Any behaviour that harms others — physically, verbally, emotionally, or online — is unacceptable.

2. Principles

- Safety first: The wellbeing of students, staff, and visitors is paramount.
- Prevention through understanding: Behavioural risks are identified and managed early.
- Positive communication: Non-violent communication is used to resolve conflict.
- Fairness and consistency: All incidents are addressed promptly, proportionately, and in line with this policy.
- Restorative approach: Wherever possible, CoRE works to repair harm and support positive behavioural change.
- *Behaviour is a form of communication. CoRE recognises that many students attending the provision may have experienced trauma, disrupted education, adverse childhood experiences, unmet SEND needs, anxiety, mental health difficulties or other vulnerabilities. Behaviour will therefore be understood within the context of the child's developmental stage, communication needs, lived experiences and current circumstances.*

3. Definitions of Harmful Behaviour

3.1 Violence

As defined by the Health and Safety Executive (HSE):

“Any situation where a person is abused, threatened or assaulted in circumstances relating to their work... Physical force, verbal abuse or threats, including prejudice-related incidents, and damage to property are all forms of violence.” (NASUWT, 2022)

3.2 Bullying



Core Creative Education CIC

CCE04 Behaviour Policy

Explore - Create - Learn – Grow

Bullying is repeated behaviour intended to hurt another individual physically, emotionally, or socially. This may include name-calling, intimidation, exclusion, or spreading harmful rumours.

3.3 ~~Child-on-Child~~ Peer on Peer Abuse

Peer on peer abuse occurs when one young person harms another in any way — physically, emotionally, sexually, or online. This may include coercion, harassment, unwanted physical contact, or peer pressure. *Incidents involving bullying, sexual harassment, sexual violence, harmful sexual behaviour, coercion, discriminatory behaviour or child-on-child abuse will be managed in conjunction with CoRE's Safeguarding and Child Protection Policy.*

3.4 Online Abuse

Online abuse includes any bullying, harassment, or exploitation carried out through digital means, including messaging apps, social media, or gaming platforms. It may involve threats, exclusion, manipulation, or sharing harmful content.

3.5 Discriminatory behaviour

Discriminatory behaviour, including racism, sexism, misogyny, homophobia, transphobia, disability-related harassment, religious discrimination or prejudice-based bullying, will be treated seriously and addressed in line with both the Behaviour Policy and Safeguarding Policy.

4. Behaviour Expectations

4.1 For Students

- Treat peers, staff, and visitors with respect both in person and online.
- Use non-violent communication at all times.
- Report bullying, child-on-child abuse, or online abuse immediately.
- Follow instructions from staff, especially in high-risk situations.
- Take responsibility for self-regulation strategies and medication (if applicable).

4.2 For Staff

- Model calm, respectful behaviour at all times.
- Use non-violent communication to de-escalate conflict.
- Take all reports of bullying, abuse, or violence seriously.
- Seek immediate assistance via radio if a situation escalates..
- ~~Never use physical restraint (staff are not Team Teach trained).~~ *CoRE does not use planned restrictive physical intervention and staff are not trained in Team Teach or equivalent restraint*



Core Creative Education CIC

CCE04 Behaviour Policy

Explore - Create - Learn – Grow

systems. However, staff may use reasonable and proportionate physical intervention in an emergency to prevent immediate injury to a child or another person, serious damage to property, or serious harm. Any such incident will be recorded and reviewed.

- Follow emergency procedures and contact the police or ambulance services when necessary.

4.3 For Parents, Guardians, and Visitors

- Interact respectfully with all members of the CoRE community.
- Support CoRE by reinforcing positive behaviour expectations at home.
- Comply with site rules and staff instructions.
- Report any concerns relating to bullying, abuse, or unsafe behaviour promptly.

5. Procedures

5.1 Admissions and Risk Assessment

- All students are assessed during application to identify behavioural risks.
- CoRE liaises with schools, families, social services, and health professionals to review Education, Health and Care Plans (EHCPs).
- Students deemed too violent or unsafe will not be accepted.
- Where risks are manageable, measures may include:
 - 2:1 staff-to-student ratio
 - Specific attendance times
 - Individual behaviour targets
 - Personalised self-regulation strategies
- *CoRE will make reasonable adjustments where appropriate to support students with disabilities, SEND, sensory differences, communication needs, or mental health difficulties, whilst maintaining the safety and wellbeing of all students and staff.*

5.2 Incident Response

- Staff must use non-violent communication to de-escalate.
- Staff must radio for assistance immediately if they feel unsafe.
- Emergency services will be contacted if a student presents a risk to others.
- All allegations of bullying, child-on-child abuse, or online abuse will be:
 - Taken seriously and investigated promptly
 - Recorded in the incident log
 - Escalated to the Designated Safeguarding Lead (DSL) if safeguarding concerns arise



Core Creative Education CIC

CCE04 Behaviour Policy

Explore - Create - Learn – Grow

- Staff must ensure safety of:
 - The student in crisis
 - Other students and staff
 - Members of the public (e.g., taxi drivers, parents, visitors)

5.3 Recording and Review

- All violent, bullying, or abusive incidents are recorded in the incident log.
- Behaviour patterns are monitored to prevent escalation.
- *Before considering termination of placement, CoRE will normally explore reasonable adjustments, increased support, changes to staffing arrangements, risk reduction measures, placement reviews, and consultation with commissioning schools and parents/carers where appropriate.*
- If a student demonstrates extreme or repeated harm to others, their place may be reviewed and alternative provision sought.
- Before exclusion, measures such as 2:1 supervision or transferring from the day programme to the twilight programme will be considered.

6. Consequences

For Students

- Behaviour will be reviewed after any violent, bullying, or abusive incident.
- CoRE may:
 - Increase supervision levels
 - Adjust programme hours
 - Impose individual behaviour targets
 - Refer safeguarding concerns to external agencies
 - In serious cases, terminate placement to protect others

For Staff

- Violent or abusive behaviour by staff will lead to disciplinary procedures in line with the staff handbook.
- Staff who are victims of violence or abuse may raise a formal grievance.

For Visitors

- Visitors behaving violently or abusively will be asked to leave immediately and may be refused future access to the site.
- In serious cases, police involvement may be required.



Core Creative Education CIC

CCE04 Behaviour Policy

Explore - Create - Learn – Grow

7. Evidence of Policy Sharing

- All students, parents, and carers are given a copy of this Behaviour Policy during induction.
- Acknowledgement forms are signed and retained on record to confirm understanding of expectations.
- The policy is displayed in the CoRE cabin and available upon request at any time.
- Updates are communicated via letters and parent/carers meetings.

8. Policy Review

This policy will be reviewed annually, or sooner if:

- There are significant behavioural incidents, or
- Guidance from the Department for Education or HSE changes.

Signed: *A Green* (Education manager)

Name: Alasdair Green

Date: 10/6/26

This policy will be reviewed annually, or as and when there are any changes in the law or procedures.