Behaviour Support, Safeguarding & Emotional Regulation Policy

BEHAVIOUR SUPPORT, SAFEGUARDING & EMOTIONAL REGULATION POLICY
Creative Makers CIC

Policy Review Date: 01.01.2026
Next Review Date: 01.01.2027
Policy Lead: Rebecca Knee
DSL: Ellen Vellacott

1. Policy Statement

At Creative Makers CIC, behaviour is understood as communication. Many children attending provision may experience anxiety, trauma, sensory differences, ASD, SEMH needs or educational distress. Our approach is relational, trauma-informed and rooted in dignity and respect.

We operate in accordance with:
• Keeping Children Safe in Education (KCSIE)
• Working Together to Safeguard Children
• SEND Code of Practice
• Equality Act 2010

2. Aims

• Promote emotional safety and wellbeing
• Support regulation before learning
• Provide clear and predictable boundaries
• Maintain safe environments for all

3. Behaviour Ethos

• All behaviour has meaning
• Children do well when they can
• Relationships underpin regulation
• Safety is non-negotiable

4. Preventative Practice

We reduce escalation through:
• Predictable routines

• Low-arousal environments
• Small group sizes
• Sensory adjustments
• Trusted adult relationships

5. Supporting Emotional Regulation

Staff use:
• Calm tone and body language
• Reduced verbal demand
• Co-regulation strategies
• Quiet or low stimulus spaces
• Restorative reflection once calm

6. Boundaries & Expectations

We expect:
• Respect for people and property
• Safe equipment use
• Inclusive language and behaviour

Expectations are communicated clearly and consistently.

7. Anti-Bullying & Child-on-Child Abuse

Zero tolerance applies to bullying, harassment or harmful behaviour including:
• Physical aggression
• Verbal abuse or discrimination
• Sexualised behaviour
• Coercion or intimidation
• Online harassment

All incidents are recorded, reviewed by the DSL and reported to the referring school/LA as appropriate.

8. Online Safety

Digital devices are supervised.
Content access is appropriate.
Online misuse is recorded and escalated via safeguarding procedures.

9. Responding to Dangerous or Harmful Behaviour

Where serious risk occurs (e.g., physical injury risk, weapon use, sexualised behaviour, persistent absconding):

• Immediate safety measures implemented
• Incident recorded
• DSL informed
• Referring school notified same day
• Risk assessment reviewed

Provision may be paused if safety cannot be assured.

10. Physical Intervention

Used only as a last resort to prevent immediate harm.
Least restrictive approach applied.
All incidents recorded and reviewed.

11. Reasonable Adjustments & 1:1 Support

We make reasonable adjustments under the Equality Act 2010.

Where a pupil requires 1:1 support in school, equivalent arrangements must be agreed before placement begins.

We will not accept placements where staffing levels do not safely meet identified need.

12. Reporting & Partnership Working

Significant incidents are:
• Recorded formally
• Shared with the referring school
• Used to inform graduated response planning

Placement oversight remains shared with the commissioning body.

13. Placement Review & Potential Removal

Before termination we will:
• Review risk assessments
• Adjust strategies
• Increase communication
• Consider timetable adjustments
• Hold formal review meeting

Placement may be withdrawn where:
• Sustained serious risk persists
• Required support is not provided
• Safety exceeds operational capacity

Decisions are made in partnership with the commissioning body unless urgent safety requires immediate action.

14. Staff Training & Support

Staff receive training in:
• Trauma-informed practice
• De-escalation
• Safeguarding
• Neurodiversity awareness

15. Policy Review

Reviewed annually or in response to legislative changes.

Signed:

Rebecca Knee
Director
Creative Makers CIC

Date: 03 March 2026