SHEFFIELD INCLUSION CENTRE

Building Brighter Futures

Behaviour & Relationship Policy

Date of policy	November 2022
Date approved	Autumn 2023
Date of next review	Autumn 2024
Signed	

1. 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
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for Headteachers and school staff
- DfE (2022) 'Keeping Children Safe in Education, 2022
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- NMS (2022) for residential, special schools
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation : advice for schools'

This policy operates in conjunction with the following school policies:

- Complaints Procedure Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Guidance for parents/carers on exclusions
- Child-on-child abuse Policy
- Safeguarding & the Protection of Children Policy
- Anti-bullying Policy
- Searching, Screening and Confiscation Policy

2. Statement of Intent

Building Brighter Futures

Our single purpose is based on these values:

- Everyone deserves a fresh start and to feel like they belong.
- Everyone wants more success when they start to feel success.
- Everyone functions and learns better when they feel safe and there are routines and boundaries.
- Everyone needs others to believe in them, care for them and respect them.
- Everyone needs support to alter their behaviours and mind set.
- Everyone needs to know about the opportunities in order to take them.
- Everyone's talents are nurtured and their achievements celebrated.

In the context of this vision and these values it is imperative that our Behaviour and Relationship Policy is strong, flexible and trauma informed.

3. Relationships

Whatever system is in place, it will not be successful without strong relationships with strong boundaries.

Many of our children have experienced harsh voices, consequences, criticisms and shaming - this has proved damaging. They have built up strategies and defences when faced with negativity usually fitting into the three categories of flight, fight and freeze. In any situation our staff will communicate with children in a manner that predicts these defensive responses and ensure interaction is engaging, positive and non-judgemental.

We are about repair, building trust and giving the child the tools, support and environment to be able to self-regulate. We aim to do this with repeated opportunities to practise healthy, positive interactions and this starts with an easily accessible emotionally available adult.

All our children are different and as such their journey with us and our expectations for them will be different, but a constant is that all staff will model positive behaviours and interactions over and over again and there will only ever be a reference to behaviours not the individual.

4. Pathways

Our children come to us for many different reasons and they will follow one of two pathways.

- Children who will be successful in returning to a mainstream school are educated at our Parklands base. With support these children will be expected to engage in a way appropriate to mainstream expectations.

- Children who have undiagnosed and/or unmet needs and are educated at Spring Lane or in one of our smaller learning bases nearer to their community. These children will have a more personalised engagement plan corresponding to their needs.

5. Admissions

At the admissions meeting the Headteacher, parent/carer and the child will work through which pathway is the most appropriate for the child. We will then put in place an engagement plan and assign an emotionally available adult. We do this to make the child feel safe, calm, listened to and valued.

Before any engagement is possible we know that the child and the parent/carer need the opportunity to reflect on the reasons for permanent exclusion and work through the trauma of this experience.

We believe a child cannot learn until they are ready to do so.

6. Adults as emotionally available

It is important that our children and parents/carers understand that we believe in our children and that we always guarantee a fresh start. Choices are part of learning and developing, but within the limits set and support to understand and modify their behaviour.

Adults encountered by the young people have a high responsibility to model high standards of behaviour. Adults influence young people through attitudes, exemplar character, teaching and the rapport they establish with the young people.

All staff in school are employed based on their ability to be empathetic and positive with our children. Teachers are not just teachers in a subject area, they are emotionally available adults first and fore most.

We encourage staff to take responsibility for children's actions and reflect on how they can better support the young people in school. Our children bring with them a big bag of experiences including failure, rejection, domestic violence and undiagnosed SEND needs. Some of our children will have experiences that we as adults can't even imagine, hence we as the adults in school should not judge our children by our own experience of life which will be very different.

7. Teaching and Learning

In the majority of cases there will be a trigger for behaviours and we know that good planning of appropriately pitched and paced lessons helps to encourage positive behaviours. In some cases, no matter how well planned the lessons are or how structured the breaks and lunches children will bring into school their trauma, mental health issues and home life, all of which at times will be far more important to them than a lesson. We recognise that many of our children are living in and dealing with extremely traumatic situations outside of school and that at times we need to provide a safe place for them and to have an emotionally available adult to listen and guide.

8. Rewards

Rewarding positives is key to the Sheffield Inclusion in moving and supporting pupils mature and grow. See overview below.

9. Strategies to create a positive culture.

Smiles/positive eye contact/gestures

Get to know the child, favourite football team, etc

Use of the reward system/ positive call home/postcards home

Sharing good work and behaviour with peers/adults/SLT, ALT

Written comment on work/in books

Display written and art work

Recognition and celebration of learning and behaviour in assemblies

Never walk past without a positive interaction

Four at the Door + One More' (eye-to-eye, name-to-name, hand-to-hand and heart-to-heart, plus something ready to do in class)

Recognition – narrating exactly what the child is doing well

Modelling behaviours, sometimes in an exaggerated way

Recognition boards, so that children know what they are working on and staff can clearly demonstrate their recognition of it.

Use of breakfast/form time to build up toolkits for children to know what to do when they are finding things difficult.

Random, whole group rewards – e.g. "we recognised you're all trying hard, what we can do as a group is……..".

Any consequences should be discussed with the child in a 1:1 situation at a later time, not during the incident and should be monitored and evaluated through Child Review.

We should always attempt to maintain a child's dignity, not expose them to shame when they are struggling to manage their behaviour e.g. "I can see that you're distressed and how you are dealing with this is not OK. What can we do to help?"

10. Strategic responses when dealing with challenging behaviour

Low level behaviours occur due to unmet need

A child maybe trying to communicate boredom, work frustration, stress, low self-esteem, self-perseveration

If a child perceives a threat, they are likely to respond with fight, flight or freeze

Defensive behaviours can tip into crisis very quickly if not appropriately supported

95% of dealing with challenging behaviours is about de-escalation. It is only as a last resort that physical intervention should occur.

The purpose of these strategies is to ensure the child feels listened to, heard and understood. The priority in a crisis is to maintain safety and calm the situation. Crisis situations may involve the removal of stressors. Safe and humane physical interventions maybe used to defuse the situation, which are promoted from the Team Teach framework.

1 Anxiety		2 Defensive		3 Crisis	
Behaviours					
Rocking Tapping Swinging on chair Head on desk Calling out	Finding it hard to cooperate Inappropriate comments Failure to complete work Disrespect	Teasing Pushing Arguing Destroying work Running indoors Disrupting	Use of inappropriate language Disrespecting school equipment Not following instructions Leaving the classroom	Vandalism Physical assault Fighting Disrespect-ful to adults Racial abuse Bullying	Leaving the classroom or school grounds without permission.
Strategies					
• Acknowledge all low level behaviours • Read the body language of the child • Consider you own body language • Invite the child into your calm don't join them in their chaos • Use child's name to engage • Use reflective language… "I can see that… I notice… I am wondering… I imagine." • Use empathy "I understand this is hard for you…. That must be really difficult." • Match affect – use a low tone of voice • Consider sensory regulation (deep pressure) • Remind children of the natural consequence to their behaviour.		• Continue to use low level strategies if appropriate • "What should you be doing now? • "Name, command, thank you" • Ask "what?" not "why?" • Give the child 2 choices (don't make these punitive, make them choices you are happy with) • Maintain high expectations and boundaries • Affect language… "when you…I feel… I need you to" • Remind children of school expectations • Ensure strong routines are in place • Use a sensory break for the whole class • Staff should use positive recognition to encourage and create a positive culture • Give time and space • Class reset • Restorative conversation • Think reflection not reprimand • Be curious • If the behaviour becomes unsafe respond as if it is a crisis behaviour		• Change environment • The child will be taken back to class when safe enough to engage • Continue to use anxiety and defensive strategies • Support and closely supervise • Offer a safe space • Change face • All crises should be followed up with a restorative conversation with class staff/SLT/ALT • Support for classroom staff to recover • Logical consequence	

11. Interventions

The majority of our children have been faced with traditional consequences and it has not been effective. When they arrive at our school they will inevitably be more heightened and angry with the system, hence the key is again relationships, trust and consistency.

1:1 Step Out – We understand our children will at times be unable to regulate their emotions and the option of 1:1 time out can be given, if the child is able to do this safely and through seeking adult support in a positive way.

Planned Interventions – Children identified in the 'Let's Try This' meetings as needing extra support will be offered "planned" interventions to ensure they build up the tools needed to regulate their own emotions. These interventions will be provided and managed by all staff.

Logical consequences – Must be linked to the behaviour. If a child refuses to complete any work in a lesson, staff in the lesson should discuss the problem with the child and be curious to why the individual has not engaged. If a child causes damage to school property, staff should link this to reparation work "fix" what has been damaged.

Restorative conversations – After any incident staff involved should seek the child out and reflect on the incident when the child is ready. During this time, staff should model empathy and help students reflect on their own behaviours. The meetings should not be about blame but identifying why an incident occurred and how it could be avoided in the future using three-part questioning:

- What happened?
- How did this make you or others feel?
- What can we do better next time?

Students with then be given achievable strategies to help regulate their own emotions.

Mentoring – Pupils identified as needing additional support may access 'mentoring' sessions with key adults. The intention of these sessions is to help the individual feel supported and allow the opportunity to discuss what is and isn't working.

Positive Report card- Pupils identified with low self-esteem are put onto a green report card with form tutor to work on the positives to increase the engagement in classes.

Behaviour Report Cards- Pupils to be put onto a **white** report card to their tutors first after discussions with parents/carers, Targets agreed. If this doesn't work after 2 weeks then this is then passed onto the Key Stage Lead who will put the pupil onto a **Amber** report card after meeting with parent carer to agree targets and will work with the pupil. If not successful on this escalation to ALT **(Red)** report card. Meeting parent and carers.

Parental Meetings – If a child is not engaging in school or there has been an incident, parents will be asked to come into school the following day with their child to discuss the incident and how staff and child can move forward positively. Parental support must be encouraged by staff through regular communication of all behaviours and successes in school.

Suspensions – SIC strive not to use suspensions where possible and we will always try to manage a child within the school setting. Unfortunately, in some cases suspensions may be given if a child is deemed too unsafe/dysregulated to their own safety or of others in school. These "non-negotiable" behaviours include, bringing weapons onto the school premises or drugs/alcohol. If a child is suspected to have any illegal contraband, then school staff reserve the right to search the child.

Reintegration Meetings – After any exclusion, parents will be asked to bring their child into school the following day. This is because we recognise the importance of parental support and how important this is to be supporting our young people back into school positively.

Positive handling- All staff at SIC are trained using the Team-Teach approach for positive handling. The physical techniques are based on providing the maximum amount of care, control, and therapeutic support. New staff will receive this training as soon as possible on commencement of their contract.

Prior to admission, all children, have a positive handling plan and risk assessment agreed and written by the form tutor. This outlines the most appropriate and minimal physical intervention required for the pupil and the potential risk of the behaviours. (See Positive Handling Policy)

12. Monitoring and Evaluation Cycle

Within Sheffield Inclusion Centre, behaviour data is gathered consistently and analysed to inform trends and strategic development

Data Collection –

- Solution focused meetings
- Recording behaviour on 'Behaviour Watch'
- RPI data
- Fixed Term exclusions
- Rewards
- Attendance data

Behaviour Log – At SIC we have developed a system for tracking children's behaviour – This will evidence which behaviours individual children/classes need support in managing more effectively. The system allows behaviour patterns to be identified and therefore allow "prevention" work to be available. If a child's behaviour is consistently difficult in the same lesson, we must identify strategies to better support them.

RPIs – Any behaviour incident that results in a physical intervention will be recorded and logged. Parents/carers will be informed by a staff member that day & a follow up between the staff members and children will happen. After a serious incident, a child's PHP (Positive Handling Plan) and risk assessment may be amended.

- Physical intervention should only be used in exceptional circumstances, i.e. if the child's behaviour presents a danger.

Physical intervention should be used only as a last resort, i.e. de-escalation strategies have failed.

- It should not be used to force compliance with staff instructions unless related to the above and should not be used as a form of punishment.
- Physical restraint should not continue longer than necessary. As soon as it is safe to do so the restraint should be gradually relaxed.
- The age and size of the child should be taken into consideration when applying restraint.

Only the minimum amount of restraint to prevent injury or damage should be used.

- It is essential that two members of staff are present if physical intervention has to be used.
- If a child is determined to leave the school, teachers may use their physical presence to obstruct the exit and to remonstrate with the child. Hold a child by the arm to prevent him/her from leaving the school.

Any incident involving the use of physical intervention should be documented by a written report of the incident within 24 hours. Staff complete a Positive Physical Intervention report (Appendix 1) in the Bound and Numbered Book, located in the main office.

My Plans / EHCP's – On entry into school children will each have a My Plan which sets out how that child will be supported to succeed in school. These plans will be reviewed in order to ensure the right strategies are in place to support individuals. Additionally, some children may receive an EHCP which will be reviewed by the schools SENDCO lead.

Behaviour Overview	
Expectations	• Be on time • Be ready to learn • Be kind • Try your best • Read in the lesson
Planning for behaviour	Staff should • be at the door to greet children into the class and monitor the corridor • interact with the child on entry • have a starter activity ready for children
De- escalation before on call	Before mentoring team is called staff should: • use verbal and non-verbal de – escalation strategies • give the child space and time to get it right • use the key adult to take the child out of class to regulate • distract from the situation • divert by introducing different tasks, resources, seating, etc • use relationship with and knowledge of the child
Mentoring procedure	Mentoring staff will be timetabled and will be a presence around school for their mentoring period. Hotspots will be identified and visited as a priority. Mentoring Team should be used if de- escalation strategies have not been successful. Staff should phone the main office who will contact the Mentoring Team by radio who will then visit the classroom/space. The aim to help the staff keep the child in the class and engaged.
Incident reporting	Incidents should be recorded on Behaviour Watch under 3 levels, 1 – Minor / 2 – Moderate / 3 – Serious. If an incident has resulted in a physical intervention it should be written on the RPI form (see Appendix) the antecedents and incident described. Parents/carers must be informed on the day of the incident.
Afternoon behaviour review	Meetings to be led by ALT/SLT.
Learning catch up	Pupil who disrupt lessons persistently will catch up lessons after school, with permission of parents and carers.
Rewards	Dojo points will be awarded at the end of every lesson as part of the plenary. Dojo points work towards half termly trips and other short term prizes. (Primary) Do jos – highest scoring individuals in primary, KS3 and KS4 each half term wins a reward trip with two friends

	Student of the Week certificate in Primary, KS3 and KS4 Student of the Term in subjects – special lunch with parents, governors and Tuesday Headteacher's award for making us proud! Termly attendance certificates and prize draws Weekly Prize Draw for helping others slips Daily Tuck shop voucher
Form Period	During form period, breakfast will be provided in the form of toast and breakfast bars with squash/water. Toasters will be available in the Classroom and KS Leads will co-ordinate. Form group staff should collect the breakfast form these areas.
Smoking	There is a no smoking policy and any child found smoking will have a phone call home and if the issue persists a meeting with KS Leads and parents will occur.

Appendix 1- RPI form

RPI form

Section A

Log Number:		
Name of Pupil:		Year Group:
Details of any SEN/Disability/Vulnerability:		
Date of Incident:	Time:	Location:
Name of Staff Members Involved:	Names of any Witnesses:	
Name of any other pupils involved:	Names of witnesses:	

Reason for Intervention			
Danger to self		Danger to others	
Severe damage to property		Severe disruption to other pupils	
Details leading up to physical intervention. Reasonable, proportionate and necessary. This part is your justification of the physical intervention.			

5 points of law:

- To prevent severe disruption
- Maintain good order in the community (School trip etc.)
- To prevent self-harming
- To prevent assault on staff or other pupil
- Preventing a pupil leaving the classroom that could lead to danger r disruption to others.

De-escalation techniques used & effectiveness rating (1 = not effective, 5 = very effective)			
Verbal advice & support		C.A.L.M. talking	
Distraction		Options offered*	
Time out offered		Planned ignoring	
Time out directed		Success reminded	
Transfer adult		Contingent touch	
Choices, limits & consequences		Persuasion	
Reassurance		Step away	
Appropriate behaviour reminder		Negotiation	
Praise points		Take up time*	
Other*		Please specify	

Details of incident:

* include relevant details and learning points

Key words and phrases.

Use of reasonable force.

Took/take hold.

Held in a ……..

Escorted down the corridor

Removed from the classroom using reasonable force

I took/escorted NAME to a calm area

I had to physically intervene:

- To help calm the situation
- To ensure safety of him/her or others
- To prevent an assault on another student/staff
- Safety of life……
- To prevent self-harming

Types of physical intervention

- Seated hold
- Guided escort (one or two person escort)
- Help hug
- Friendly hold

(You no longer need to name the type of hold unless it wasn't a team teach response.)

Phrases and words not to use:

Witness signatures:

Section B (to be completed if physical intervention used)

Physical intervention used & effectiveness rating (1 = not effective, 5 = every effective)			
Guided escort		Friendly hold	
Seated hold		Describe hold:* use extra sheet if necessary	

Breathing monitored	YES	Number of staff involved	

Duration of physical intervention			

Section C (medical intervention)

Injury suffered by child	Yes/No	Complete relevant accident form
Treatment required	Yes/No	
Injury suffered by staff	Yes/No	Complete relevant accident form
Treatment required	Yes/No	
Injury suffered by others	Yes/No	Complete relevant accident form
Treatment required	Yes/No	

**please complete incident log in all cases and accident log where applicable*

Action Taken					
Return to class		Restorative Justice		Referred to police	
Time-out room		Withdrawal room		Contacted home	
Other		Please specify:			

Potential refer to other service		Refer to safeguarding lead	

Section D (follow up)

Pupil's points of view ***(if applicable)***

Pupil's behaviour target (amend IEP) ***((if applicable)***

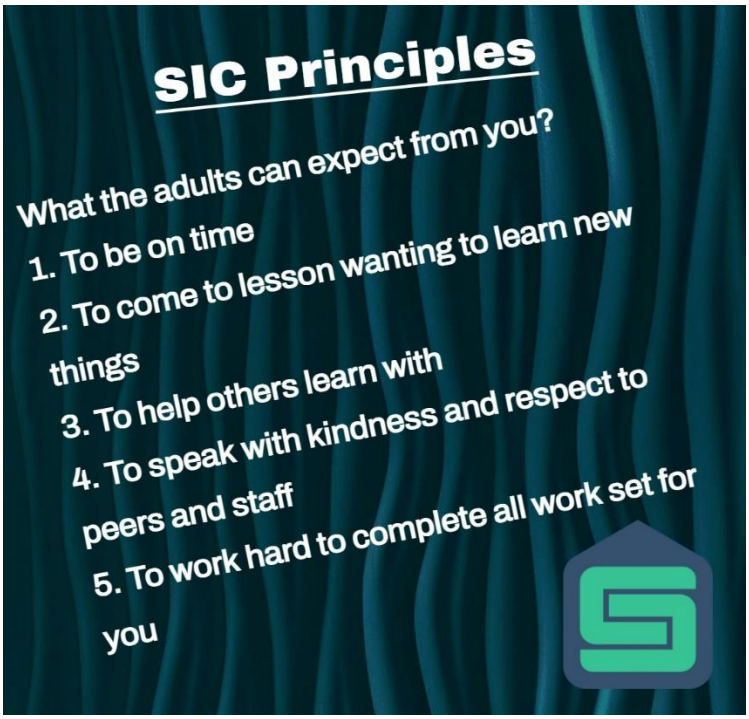
Section E (line manager's checklist – please tick)

	Tick √
Incident/accident log book completed	
Serious incident form checked	
Letter sent to parents	
Staff debriefed	

Action taken by Inclusion lead:	
Inclusion lead signature	Date:

Appendix 2

The SIC Partnership



Getting It Right!
• Do jos – highest scoring individuals in primary, KS3 and KS4 each half term wins a reward trip with two friends
• Student of the Week certificate in Primary, KS3 and KS4
• Student of the Term in subjects – special lunch with parents, governors and Tuesday
• Headteacher's award for making us proud!
• Termly attendance certificates and prize draws
• Weekly Prize Draw for helping others slips

Getting It Wrong
• Catch up for lateness
• Catch up for work not completed
• Report card for not keeping to the SIC Partnership
• Catch up if targets not met on report

Appendix 3 ROLES AND RESPONSIBILITIES

Promoting positive behaviour is the responsibility of the school as a whole. For our policy to be implemented comprehensively and consistently, the roles and responsibilities are outlined below.

Head Teacher	○ Establishing an environment that encourages positive behaviour and regular attendance, discouraging bullying and promotes race equality. ○ Organising support for implementing the behaviour policy. ○ Monitoring the implementation of the behaviour policy.
SLT	○ Areas outlined above as for the Head Teacher. ○ Promoting high standards in the implementation of the Behaviour policy ○ Ensuring the operational policy into practice is adhered to effectively
SLT/SENCo	○ The formal monitoring of the implementation of the behaviour policy ○ Reviewing and developing the policy ○ Developing staff skills/confidence in the understanding and application of the policy ○ Ensuring the policy reflects effective practice in light of the latest research and understanding of child development ○ Ensure consistency across the whole Unit for our approach for managing behaviour ○ Providing support to all staff in meeting the needs of pupils with complex and challenging behaviour ○ Developing the provision offered to meet the needs of challenging behaviour within the Unit ○ Communicate effectively with other agencies to ensure appropriate multiagency working ○ Planning specialised individual/group interventions targeting behaviour and underlying causal factors
Teaching staff	○ Implementing the behaviour policy with their class ○ Effective classroom management and the consistency of their application of the approaches outlined in the policy ○ Provision for children with special educational needs as defined in the SEND policy ○ Delivering an explicit curriculum for teaching and learning that aims to develop appropriate behaviour ○ Monitoring and tracking behaviour assessments ○ Planning specific individualised interventions targeting behaviour and underlying causal factors ○ Liaison with mainstream settings to share necessary provision to meet pupils needs ○ Ensure effective communication with parents/carers to share and review progress and concerns
All staff	○ Ensuring that the policy is consistently and fairly applied ○ Encouraging pupils to attend regularly ○ Providing unconditional positive regard ○ Fostering positive relationships with pupils ○ Where appropriate, delivering individual/small group interventions to promote positive behaviour ○ Modelling the high standards of behaviour expected from pupils ○ Supporting the class teacher in tracking behaviour ○ Creating a sense of a secure base within our Unit for all pupils to feel safe within.
Pupils	○ Promoting the schools code of conduct. ○ Attending regularly ○ Providing input on their development ○ Reflecting with staff on their progress/difficulties ○ Engaging in opportunities to develop themselves ○ Supporting other pupils.
Parents	○ Their child's attendance ○ Their child's behaviour inside and outside the Unit, working in partnership with the Unit to establish and maintain high standards of behaviour ○ Sharing with the Unit any issues impacting their child so that these can be held in mind when supporting their child – communicating daily via the home/unit link book ○ Attending review meetings to discuss progress and consider future actions

This behaviour policy is regularly reviewed and procedures to monitor its effectiveness are undertaken by all Staff.
Review date: 09.09.23