



SHEFFIELD INCLUSION CENTRE

Building Brighter Futures

Behaviour & Relationship Policy

Date of policy	November 2022
Date approved	Feb 2026
Date of next review	Autumn 2026
Signed	Deputy Headteacher

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
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2024) 'Behaviour in schools: advice for Headteachers and school staff
- DfE (2025) 'Keeping Children Safe in Education'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2026) 'Restrictive interventions, including use of reasonable force, in schools''
- 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 mindset.
- 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.

We are a trauma- informed school. 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 the main Spring Lane site. With support these children will be expected to engage in a way appropriate to mainstream expectations.
- Children who have undiagnosed and/or unmet needs 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 a mentor. 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, support is given to the child to help them to understand and modify their behaviour.

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

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 foremost.

We encourage staff to take responsibility for children's actions and reflect on how they can better support the children 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 Centre in moving and supporting children to 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- ClassDoJo / positive call home/ postcards home / certificates
- Sharing good work and behaviour with peers/adults/SLT, ALT
- Written comment on work/in books
- Celebration and display of work
- Recognition and celebration of learning and behaviour in assemblies
- Never walk past without a positive interaction
- Positive greetings at the start of a lesson
- 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 Ready to Learn 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 debrief.
- 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. If a child is a danger to themselves or others, or is causing significant damage to school property then safe and humane physical interventions maybe used to defuse the situation. Sheffield Inclusion Centre follow the statutory DfE guidance and all staff are fully trained, using the Team Teach approach. Physical intervention will only be used in extreme cases, if this is necessary, then an RPI Form (Appendix 1) is completed by the staff involved. Staff will make contact with home to discuss the incident.

Stages of Crisis

Crisis

- 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
- Restorative conversation with staff to follow (at an appropriate time)
- Support for classroom staff to recover
- Logical consequence

Defensive

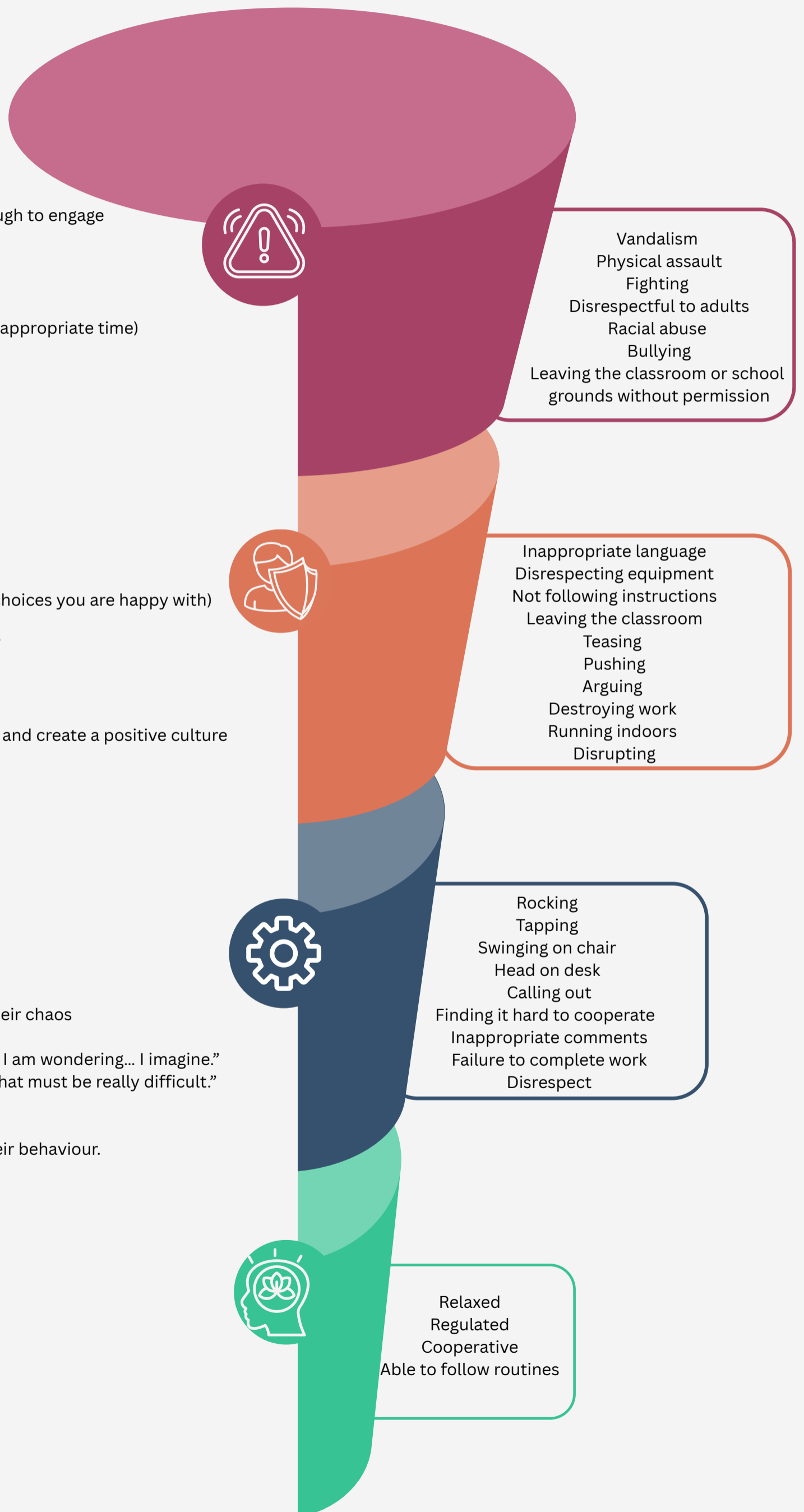
- Continue to use low level strategies if appropriate
- “What should you be doing now?”
- “Name, command, thank you”
- Ask “what?” not “why?”
- Give the child 2 choices (not punitive, make them choices you are happy with)
- Maintain high expectations and boundaries
- Affect language... “when you...I 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

Anxiety

- 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.

Calm

- Praise
- Acknowledge and reward
- Engage



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 – Child “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 children 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?

Children will then be given achievable strategies to help regulate their own emotions.

Mentoring/ Proactive– Children 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- Children 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.

Group Report Card (SL Only)- Whole group report cards for each form/base which are processed daily at briefing. The focus of the report card is to highlight the behaviour expectations of be on time, be kind, try your best

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 – Sheffield Inclusion Centre 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 children 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 child and the potential risk of the behaviours. (See Positive Handling Policy)

Intensive Support Programme (ISP) -Occasionally it may be necessary to initiate an intensive support programme (ISP) for children who are experiencing high levels of difficulty in accessing the curriculum due to their circumstances. This will mean that the child will access a different programme of study for an agreed period of time- in order to better meet their needs. This may result in the child's 's time in school being reduced for a short period of time. This is always done according to risk assessment, the child's s needs and in consultation with parents/carers/professionals.

ISP is reviewed regularly, with the child returning to their full-time programme as quickly as possible. In this situation, Sheffield inclusion Centre staff will always provide work and maintain regular contact with the parent/carer and pupil. This will be by telephone and by home visits where appropriate. The arrangements for ISPs are always formalised through the completion of the LA. ISP is kept under constant review by the Senior Leadership Team and any ISP that results in a child's 's time in school being reduced must be agreed by the Head teacher. (This is linked to the Attendance 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 'SIMS'
- RPI data
- Suspensions
- Rewards (ClassDoJo)
- Attendance data

Behaviour Log – At SIC SIMS is used 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 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.

Restraint and Physical Interventions – 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 be used only as a last

resort when de-escalation strategies have failed and the child's behaviour presents a danger

- 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.

Extended Support Plan/ EHCPs – On entry into school children will each have an Extended Support 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	<ul style="list-style-type: none"> • Be on time • Be ready to learn • Be kind • Try your best • Read in the lesson
Planning for behaviour	Staff should <ul style="list-style-type: none"> • be at the door to greet children into the class and monitor the corridor • have a seating plan which is reviewed regularly • interact with the child on entry • have a starter activity ready for children • plan for how the teaching assistant will offer support in the lesson
De- escalation before mentoring call	Before mentoring staff should: <ul style="list-style-type: none"> • 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 should be used if de- escalation strategies have not been successful. The aim to help the staff keep the child in the class and engaged.
Incident reporting	Incidents should be recorded on SIMS If an incident has resulted in a physical intervention it should be written on the RPI form (see Appendix 1) the antecedents and incident described. Parents/carers must be informed on the day of the incident.
Afternoon behaviour review	Meetings to be led by SLT

Learning catch up	Children who disrupts 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. Do Jos – highest scoring individuals KS3 and KS4 each half term wins a reward trip with two friends Student of the Week certificate 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
Form Period	During form period, breakfast will be provided in the form of toast, crumpets, fruit with squash/water. Form group staff should collect the breakfast from the tuck shop Form period is structured with activities suited to different groups and to prepare children for the day
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 SLT Leads
Dress Code	Sheffield Inclusion Centre does not have a uniform policy, appropriate clothing is allowed to make it comfortable and safe for our children. In order to maintain a safe and respectful environment, certain items of clothing are prohibited, these include items with offensive logos or writing, revealing clothing such as low cut tops / bra tops or very short skirts / shorts. Further details can be found in the admission pack and on the website.

Appendix 1- RPI form



Log Number:		
Name of Child:		
Date of Incident:	Time:	Age (not year group):
Name of Staff Members Involved:	Names of any Witnesses:	
Name of any other children involved:	Location:	

Background information – What was the child saying, what were they doing. Please also include behaviours observed before the incident.

Incident details – Factual information only please.
Describe behaviours observed and staff responses.

Please add details about what happened and what was said during each RPI technique.

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De-escalation techniques used & effectiveness rating

- 1 = caused further escalation of behaviour
- 2 = negative response
- 3 = no reaction
- 4 = supported de-escalation
- 5 = significantly helped de-escalate

Humour			
Verbal advice & support		C.A.L.M. talking	
Firm direction		C.A.L.M stance	
Negotiation / compromise		Patience / time to process	
Offered limited choices		Withdrawal / brain break offered	
Distraction		Withdrawal / brain break directed	
Diversion		Swap Adult / Change of face	
Reassurance		Consequence reminders	
Planned ignore		Success reminders / motivators	
Contingent touch		Other – please state:	

<u>Intervention list</u>	<u>Staff involved (initials)</u>	<u>Effectiveness rating out of 5</u>
Neck/bite/hair/clothing responses		
Help hug		
Half-shield		

One-person friendly hold		
One-person single elbow		
One-person figure of four		
One-person double elbow		
Two-person – friendly hold		
Two-person - single elbow		
Two-person – double elbow		
Seated hold (Remember we cannot use a double elbow in a seated position due to risk of positional asphyxia)		
Seclusion A staff member must be with the child at all times. Staff may prevent a child from leaving a room to prevent danger to others/self. This is not a punishment/consequence for behaviour.		

Appendix 2 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.

Management Committee	<ul style="list-style-type: none">○ They ensure the policy promotes good behaviour, enforces discipline, and is applied consistently, providing a critical friend role that holds senior leadership accountable for creating a safe and inclusive learning culture.
Head Teacher	<ul style="list-style-type: none">○ 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	<ul style="list-style-type: none">○ 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	<ul style="list-style-type: none">○ 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 school or our approach for managing behaviour○ Providing support to all staff in meeting the needs of children with complex and challenging behaviour○ Developing the provision offered to meet the needs of challenging behaviour○ Communicate effectively with other agencies to ensure appropriate multiagency working○ Planning specialised individual/group interventions targeting behaviour and underlying causal factors
Teaching staff	<ul style="list-style-type: none">○ 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 the needs of the children.○ Ensure effective communication with parents/carers to share and review progress and concerns
All staff	<ul style="list-style-type: none">○ Ensuring that the policy is consistently and fairly applied○ Encouraging children to attend regularly○ Providing unconditional positive regard○ Fostering positive relationships with children○ Where appropriate, delivering individual/small group interventions to promote positive behaviour○ Modelling the high standards of behaviour expected from children○ Supporting the class teacher in tracking behaviour○ Creating a sense of a secure environment for all children to feel safe.

Children

- Following the school's 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 children

Parents

- Their child's attendance
- Their child's behaviour inside and outside of school working in partnership to establish and maintain high standards of behaviour
- Sharing 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

DfE Compliance Updates (2025–2026)

The following updates have been merged into this policy to ensure alignment with the latest Department for Education statutory guidance.

All existing trauma-informed and relational practice remains unchanged.

Updated Legal Framework (supersedes previous DfE references):

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and PRUs in England (DfE, 2024)
- Keeping Children Safe in Education (DfE, 2025)
- Searching, Screening and Confiscation (DfE, 2023)
- Restrictive interventions, including use of reasonable force (DfE, 2026)
- SEND Code of Practice: 0–25 years (2015)

Teaching Behaviour and Reasonable Adjustments:

Behaviour is explicitly taught, modelled and reinforced. The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for children with SEND, SEMH needs, trauma histories or vulnerabilities.

High expectations remain for all children ; responses are proportionate, fair and individualised.

Suspensions and Permanent Exclusions (Terminology Update):

All references to fixed-term exclusions are replaced with the term suspension, in line with statutory guidance. Suspensions and permanent exclusions are used only as a last resort.

Child-on-Child Abuse and Behaviour:

Behaviour incidents involving child-on-child abuse are managed in line with safeguarding procedures.

Behaviour Data and Transparency:

Behaviour data is reviewed regularly to ensure fairness, consistency and preventative practice.