

# Positive Relationships & Behaviour Policy



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<b>Signed:</b>		<b>Position:</b>	Safeguarding Trustee
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## Monitoring arrangements

This behaviour policy will be reviewed by the Head of Inclusion School Basingstoke and Trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

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## Contents

1. 'The Inclusion Way': A Shared Foundation	3
2. Aims of this policy	4
3. Legislation and statutory requirements	4
4. Key beliefs	5
5. Promoting positive behaviour	6
5.1 The quality of our relationships	6
5.2 The quality of our setting/school	7
5.3 The quality of our staff	8
6. Bullying	10
7. Sexual harassment and violence	11
8. Roles and responsibilities	13
9. Implementing positive behaviour management	15
10. Responding to learner dysregulation	16
11. Behaviour not in line with Inclusion Education's values	17
12. Responding to serious incidents	18
13. Use of mobile phones and other electronic devices	21
14. Learner support	22
15. Use of reasonable force	23
16. Confiscation and searches	23
17. Off-site behaviour	24
18. Online misbehaviour	25
19. Malicious allegations	25
20. Training	25
21. Monitoring	26
22. Links with other policies	26
Appendix 1: Statement on the use of physical restraint	27
Appendix 2: Team Around Guidance	30
Appendix 3 – College Only	33

## 1. 'The Inclusion Way': A Shared Foundation

The 'Inclusion Way' has been developed by Inclusion Education and is based on over ten years' experience. 'The Inclusion Way' captures our ethos to wellbeing and mental health, our pedagogical approach and all aspects that affect a learner's educational experience.

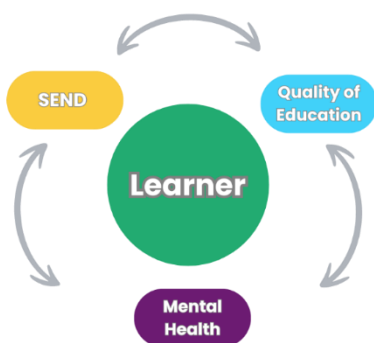
This introduction outlines how the 'Inclusion Way' is used and embedded as a shared vision and foundation across all our policies and practices at Inclusion School(s). This introduction defines who our learners are, why they are here, and how our inclusive pedagogical approach ensures our learners are supported, valued and empowered.

It is important to understand the journey our typical learner has been on before they arrive at Inclusion School.

For example, our learners will:

- typically have a severe and chronic diagnosed mental health need. They are likely experiencing, or have experienced, self-harm, suicide ideation, depression, and high anxiety.
- have diagnosed and/or undiagnosed SEND needs related to speech, language and communication (SLCN), communication and interaction (C&I), or specific learning differences (SpLD).
- often experience significant gaps in education at primary and/or secondary level.
- have a history of non-attendance due to high anxiety and mental health needs and have been identified as emotionally based school avoiders (EBSA).
- are often working below age-related expectations in Maths, English, and Science due to disrupted education and unmet needs.
- may have experienced trauma, whether through Adverse Childhood Experiences (ACEs) or bullying in previous educational settings.
- are young people exploring their identity and discovering who they are and who they want to be. While they may struggle with emotional regulation or academic attainment, they are not of primary-age cognitive ability, they are young adults and want to be treated as such.

At Inclusion School, we deliver education through a three-tiered curriculum model based on the triangulation between Mental Health, Quality of Education and SEND.



These three aspects are of equal importance and they all inform each other.

Only by working collaboratively are our learners able to make sustained and holistic progress.

The 'Inclusion Way' is more than a framework: it is the heart of our school's mission. By addressing mental health, SEND, and academic development as equally essential, we equip learners not only to succeed in education but to thrive in life. Our learners tell us this works. Their progress shows us it works.

## 2. Aims of this policy

This policy aims to:

- Provide a framework for Inclusion Education's collective beliefs, understanding and practices about behaviour as it relates to those with mental health, learning and other complex needs
- Provide guidance to staff, learners, parents/carers, trustees/governors and other stakeholders on how we support our learners to promote self-regulation and feel safe to learn
- Outline a consistent approach to behaviour management and its causes for staff members
- Outline how we promote positive behaviour
- Define what we consider to be unacceptable behaviour, the consequences of such behaviours, and the support available to improve this behaviour
- Detail the support available to learners who are affected by negative behaviour
- Summarise the roles and responsibilities of staff in the education community with regards to behaviour management

## 3. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a setting's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a setting's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

## 4. Key beliefs

Inclusion Education believes that to enable positive mental health and learning everyone should demonstrate positive, kind and respectful behaviour and embody Inclusion Education's values. We call this the Inclusion Way.

It is the intention of this Behaviour Policy to reflect our insight and understanding of the complex mental health needs of our learners and how these contribute to their ability to self-regulate and manage their behaviour positively so that they can learn to independently self-regulate and engage with learning.

Inclusion Education incorporates a holistic, person-centred approach to ensure we are continually reflecting and planning for the needs of our learners. This includes, but is not limited to, learners with severe and chronic mental health needs, suicide ideation, self-harm, anxiety, ASD and gender dysphoria.

Inclusion Education recognises that challenging behaviours happen for a reason – that behaviour is a form of communication – and such behaviour might be the only way a learner can communicate and that it is the responsibility of adults to understand with curiosity and compassion the reasons for this behaviour.

In no circumstance does Inclusion Education recommend the use of restrictive practice, regardless of behaviour (see Appendix 1 for Inclusion Education's Statement on the Use of Restraint).

Most learners are referred to Inclusion Education because they have struggled to access their previous setting for a range of mental health-related reasons and have, consequently, missed large portions of their education. As a result, our Behaviour Policy must go beyond that of merely maintaining good behaviour. It must provide the framework to support the mental health and wellbeing of learners to re-establish a positive relationship with education, achieve and prepare our young people to live happy, positive and independent lives in which they contribute to society.

Inclusion Education seeks to achieve this by creating a safe, nurturing and welcoming learning environment by:

- Encouraging, recognising and acknowledging positive behaviour at every opportunity
- Promoting self-esteem by encouraging learners to value and respect themselves and others through role modelling, mentoring and education
- Providing a safe environment free from disruption, violence, bullying and any form of harassment or discrimination
- Identifying the signs of dysregulation and acting proactively to provide the necessary support to prevent escalation and ensure wellbeing
- Ensuring a consistent and fair response to positive and negative behaviour based on each learners' needs
- Building a positive relationship with parents/carers to develop a learner-centred, holistic approach which involves them and the learner in the implementation of positive behaviour strategies

- Acknowledging that mistakes are part of the learning process and supporting our learners to learn from these mistakes to improve future action
- Encouraging and supporting learners to take responsibility for their behaviour and empowering them to make long-lasting, positive change
- Explaining unacceptable behaviour and the impact it has on others, particularly bullying or prejudice-based language/action, so that the learner can be supported to make long-lasting change

## **5. Promoting positive behaviour**

To ensure the sustainable mental health of every learner it is necessary that learners, staff, parents/carers, governors/trustees, staff and stakeholders of Inclusion Education understand this behaviour policy and support its implementation.

All strategies and actions undertaken by Inclusion Education staff are designed to create an enjoyable, positive learning experience in line with the key beliefs outlined in this policy. Learners should be able to learn, socialise and be enthusiastic about their education and their future. To achieve this the Inclusion Education community encourages social-emotional learning in which positive and kind behaviour enable progress. We act quickly when there are behaviours that undermine the wellbeing and mental health of another, any action that causes physical harm, or damages the relationship between others within the Inclusion Education community because these actions jeopardise the safety and security our learners need in order to learn and make progress.

Inclusion Education has identified three qualities of our 'Inclusion Way' which promotes the development of self-regulation and positive behaviour for its learners to achieve sustainable progress:

### **5.1 The quality of our relationships**

Relationships are the key component to success and achievement at Inclusion Education.

Inclusion Education's members of staff model appropriate relationships to learners and embody the Inclusion Way in their interactions with other staff and to our learners. All Inclusion Education staff know that trust is something earned from learners, not expected, and members of staff communicate honestly, supportively and compassionately to earn a learner's trust and support their progress and learning.

We value the diversity of our staff and hope that all of them will be a trusted adult for our learners. The more positive relationships a learner has at Inclusion Education leads to greater success and achievement. Our staff know that making and sustaining relationships is not always easy for young people, especially with adults in education. Our staff foster positive, kind and nurturing relationships with our learners by:

- Always listening closely, attentively and non-judgmentally
- Understanding our learners' needs
- Demonstrating empathy
- Showing curiosity to learners in their wellbeing, welfare and learning

- Showing playfulness and humour in their interactions
- Accepting learners for who they are and celebrating them
- Articulating belief in learners and their abilities
- Treating learners with dignity and respect
- Communicating honestly, accessibly and age-appropriately
- Knowing that the person who knows the learner best is themselves and actively seeking their views on issues affecting them
- Recognising and apologising for our own mistakes (saying sorry)
- Acting fairly and consistently for all learners
- Challenging prejudice, discrimination and sexual harassment when it occurs and using our trusting relationship to explain why it is inappropriate and its impact on others
- Respecting and maintaining boundaries and structures
- Empowering learners to make the positive choice based on our trusted guidance and to take responsibility for their choices, actions and future
- Acting to support learners discretely and ensuring that they can make the final decision
- Naming and managing our own emotions when responding to learners' behaviours and modelling emotional intelligence (Zones of Regulation)
- Building close relationships with parents and carers to support them to ensure consistency at home and school
- Networking with other professionals and services to enable the learner to access the appropriate support they need and use their positive relationships with us to make new relationships with other adults.

## **5.2 The quality of our setting/school**

At Inclusion Education we recognise that each learner is individual and that before any progress can be made we must understand that young person, their needs, background and aspirations. Understanding that young person where they are, not where they are expected to be, will enable them to be heard and respected and make progress. Our provision(s) and learning programmes are designed with this understanding in mind and we achieve a high-quality provision, with learners at its centre, by:

- Reviewing all available information, including EHCPs, and detailing support needs and strategies for new learners before they start, working with the Local Authority and parents/carers to support a positive transition
- Communicating support needs and strategies to staff and ensuring their ongoing availability to staff at any time
- Providing ongoing assessment for the learner and their needs (including EHCPs) based on their voice and experience
- Providing Speech and Language Therapy and Educational Psychologist input to each learner's journey
- Delivering small group teaching which is considerate of group dynamics, personality and need
- A safe, quiet environment for learners to learn and progress which respects those with sensory needs
- An on hand mental health engagement team at all times for learners struggling with their mental health, learning or other need
- Monitoring progress of mental health and personal development using Boxall Profiles

- Encouraging and role modelling a Growth Mindset in which mistakes are learning opportunities
- Acting swiftly on learner disclosures and safeguarding our learners
- Providing a sense of community and belonging
- Delivering a diverse and inclusive World & You curriculum that focuses on areas of importance to young people, such as online safety, healthy relationships and consent (RSHE/PSHE)
- Delivering personalised high-expectation learning based on need, not age or expectation
- Deliver a holistic pastoral system based around the relationship between home and school, facilitated predominately through communication such as fortnightly phone calls
- Embedding Zones of Regulation and SEND into all lessons
- Embedding a holistic, readily differentiated curriculum focusing on areas of need
- Supporting learners to identify strengths, develop resilience, confidence, self-esteem and understanding appropriate sexual behaviours
- Providing unconditional positive regards and ongoing positive reinforcement and sensitive feedback
- Finding the positive in all situations, including when something bad has happened, however small
- Developing learners' ability to manage their mental health independently through individualised sessions
- Personalised pastoral care, support and communication for the learner and their family to ensure develop positive relationships and trust with the learner, their parents/carers and family
- Embed "Team Around" meetings for learners who are most in need (see Appendix 2 for details)
- Providing therapeutic activities and spaces for learners – including therapeutic active listening, play therapy, specialist mentoring, equine therapy, music and art – to promote wellbeing a self-regulation
- Having close partnerships with the Local Authority, partner agencies and the wider community to provide personal development opportunities for our learners to prepare for adulthood and employment.

### **5.3 The quality of our staff**

Inclusion Education's staff are highly-trained and experienced professionals, the organisation's greatest resources and a learner's greatest support in school.

Our staff understand the background and needs of each learner before they attend.

All Inclusion Education staff sign a code of conduct which includes statements, such as treating learners with dignity and respect and promoting the rights of others.

Our staff promote a positive, fun and engaging school by:

- Patience
- Outlining clear expectations for lessons, incorporating learner voice and need
- Ensuring all learners are safe and respected
- Challenging any disrespectful behaviour through curiosity and empathy



- Proactively identifying, de-escalating and defusing dysregulation using therapeutic activities in substitute for academic subjects
- Recognising that one size does not fit all
- Utilising all opportunities for learning, even if it is not planned or is the result of challenging behaviour and/or language
- Communicating, collaborating and sharing knowledge, experience and understanding of learners
- Praising learners for achievement, through praise and recognition. At school settings, we call these Star Moments. Star Moments are specific, meaningful acknowledgements of progress that recognise effort, growth of positive choices. These might include accepting help, showing kindness to peers or creating an excellent piece of work. These are also related to the school's values.
- Creating sessions and resources based on a learner's interest, differentiating where necessary
- Being readily accessible to learners for academic,
- A compassionate and respectful pastoral system, embodied by a close relationship with ongoing communication between parent/carer(s) and school
- Academic support, including providing resources to enable learning, such as laptops, reading or scribe support during exams and other reasonable adjustments to meet needs
- Therapeutic support access to wellbeing and quiet spaces (i.e. The Sanctuary)
- Embodying a Growth Mindset
- Advocating for learners and trusting in their relationship with them to talk to them when required
- Continually learn new skills and knowledge to support learners
- Communicating with learners using their preferred methods
- Visualising and naming emotions, preparing learners for changes and transitions (Zones of Regulation)
- Reflecting and debriefing social interactions which have not happened in the way the learner expected
- Acting non-judgmentally and having unwavering belief in a young person's potential
- Role modelling appropriate professional and personal relationships through use of inclusive and diverse language and action
- Challenging each other when someone uses stereotypical language.

#### **5.4 What good behaviour looks like [at Inclusion School(s)]**

All of the above, put in place by Inclusion staff, will enable our learners the best opportunities to demonstrate good behaviour as frequently and as consistently as possible. Good behaviour is based around Inclusion School's key values:

- Community
- Respect
- Growth
- Compassion
- Belonging
- Acceptance
- Kindness
- Integrity

- Inclusion
- Cooperation.

Each tutor group in school is connected to one of these values and Star Moments are linked to these values.

If a learner at Inclusion Education is not embodying these values in their interactions with each other, to staff or to themselves they are not embodying our expectations of good behaviour and will receive additional support and, if necessary, challenging conversations to enable them to achieve this.

Inclusion College's values:

- What are these?

## 6. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The following is a list of types of bullying. Please note that this list is not exhaustive and is regularly reviewed.

Equally each particular case of bullying may fall into more than one of the above categories.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

For further details about Inclusion Education's policies and procedures in dealing with bullying please refer to Inclusion education's Anti Bullying Policy.

All prejudiced-based and discriminatory bullying incidents are recorded and reviewed by the safeguarding team each week. The number of recorded incidents is reported every term to each setting's Governing Board (LGB).

## 7. Sexual harassment and violence

Inclusion education does not tolerate any form of sexual harassment or sexual violence within its community.

Throughout this document, Inclusion education defines these terms as meaning:

- **Sexual violence** is rape, sexual assault by penetration and any sexual assault. This may also include an online element which facilitates, threatens and/or encourages sexual violence.
- **Sexual harassment** is any unwanted conduct of a sexual nature.

A non-exhaustive list of examples is provided below:

- Examples of **sexual violence** include rape, sexual assault by penetration and any form of sexual assault, which includes any deliberate and unwanted sexual touching, upskirting, and non-consensual sharing of nude or other youth produced sexual video and/or imagery
- Examples of **sexual harassment** includes sexual comments (online or in person), sexual jokes or taunting, physical behaviour like interfering with clothes,
- Examples of online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

All instances are reported termly to the setting's Local Governing Board (LGB).

### 7.1 Responding to sexual harassment and violence

Sexual harassment and sexual violence, like all forms of child-on-child abuse, will be managed by the Designated Safeguarding Lead (DSL) and Head of Setting.

Inclusion Education strongly believes that all forms of sexual harassment and violence, even if viewed as 'low level' should be responded appropriately, in consideration with the wishes of the victim(s) and by providing support to the alleged perpetrator(s). It is also essential to remember that the alleged perpetrator may also be a victim and supported, if necessary.

When a case has been reported, the DSL and other safeguarding team members will assess whether the case can be managed internally or should be referred to external services, such as early help, children's social care or the police.

All other aspects of the incident will follow the sanctions outlined in section 11 of this document.

Throughout the process the victim(s) will be offered support from Inclusion education and any adaptations required will be made (such as changing the session time of the victim(s) or the alleged perpetrator(s) based on the wishes of the victim and other considerations).

## **7.2 Inclusion Education's zero-tolerance approach**

As detailed in sections 3 and 4 of this document, Inclusion education strongly promotes a positive and supportive community between all its members, including within peer-to-peer relationships, and has implemented a broad range of ways to achieve this.

Inclusion Education has a zero-tolerance approach to sexual harassment and violence at all levels, and believes that by challenging, educating and reducing the number of 'low level' incidents this will reduce the number of 'high level' incidents. As part of this, all observed incidents are recorded by staff members and overseen by DSLs and Senior Leaders. If a recurring pattern of behaviour is becoming a concern, suitable and proportionate actions will be undertaken.

As part of Inclusion Education's learner-centred focus, it is essential that the victim(s) wishes be listened to and taken into account (where possible) and offered ongoing support.

Following an incident, the victim will be offered ongoing therapeutic support and given a voice in the decision that affects them, such as any changes they may want made and signposting to internal or external support services.

Similarly, the actions of perpetrator(s), whilst not being tolerated, should be supported to improve, rather than demonised, so that long-lasting positive change can take place. Examples of this can include condemning their language, behaviour or actions and explaining its impact on others.

It is important to remember that the actions of a perpetrator(s) may be a communication of their own abuse or ongoing difficulties, and they may be a victim in their own right, entitled to support.

## **7.3 Encouraging the reporting of sexism and sexual harassment**

Inclusion Education's approach to tackling sexism, sexual harassment and sexual violence is continually evolving in response to changes in society and the views of its learners. Therefore, Inclusion Education strongly encourages the participation of its learners in the development of future implementations of this policy and any other procedures that help reduce the barriers to reporting instances of sexism and sexual harassment.

Inclusion Education emphasises the importance of honest and trusting relationships between staff and learners. Learners can report any examples of sexism or sexual harassment that they were victim or observed in the knowledge that this will be dealt with sensitively, transparently and proportionately.

It is important for learners to feel safe reporting 'low level' incidents (such as sexist name calling or being sent unwanted sexually explicit material) and know they will be heard and offered ongoing support for their wellbeing. Equally, to reduce the barrier to reporting incidents, it is

important for learners to have their trust in staff vindicated and see that the incident is managed appropriately and proportionately. Ultimately, Inclusion education would like to ensure all learners feel safe and empowered to call out and report any incidents of sexism or sexual harassment, as outlined in section 7 of this document.

## **8. Roles and responsibilities**

### **8.1 Trustees/Governors**

The Trustee and Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Ensuring that this policy is non-discriminatory, fair and that its expectations are communicated clearly.
- Reviewing this behaviour policy in conjunction with the head of setting
- Monitoring the policy's effectiveness
- Holding the head of setting to account for its implementation.

### **8.2 Head of Setting**

The head of setting is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the setting's statement of behaviour principles
- Approving this policy
- Ensuring that the setting environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of learners
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the setting's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer learners both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy (see section 13.1).

### **8.3 Teachers and staff**

All Inclusion Education staff are responsible for:

- Implementing the behaviour policy consistently
- Creating a calm and safe environment

- Modelling positive behaviour
- Providing a personalised, holistic approach to the specific behavioural needs of learners
- Recording behaviour incidents promptly using CPOMS
- Encouraging and supporting learners to take responsibility for their own behaviour and making them fully aware of the code of conduct, this policy and its procedures
- Enabling and supporting learners to report any form of behaviour which affects the wellbeing of themselves or others
- Communicating the setting's expectations, routines, values and standards through teaching behaviour and in every interaction with learners
- Considering their own behaviour on the setting's culture and how they can uphold setting's rules and expectations.

The senior leadership team (SLT) of each setting will support staff in responding to behaviour incidents.

#### **8.4 Parents/carers**

Parents and carers should:

- Get to know the setting's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the setting's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's tutor promptly (in fortnightly phone calls)
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the setting's policy, and working in collaboration with them to tackle behavioural issues.

#### **8.5 Learners**

Learners will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at Inclusion Education's settings
- That they have a duty to follow the behaviour and other policies
- The setting's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards.

Learners will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Learners will be supported to develop an understanding of the setting's behaviour policy and wider culture.

Learners will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for learners who are mid-phase arrivals.

## **9. Implementing positive behaviour management**

To ensure the wellbeing of every learner it is necessary that parents/carers, governors, staff and stakeholders who refer to Inclusion Education understand this behaviour policy and support its implementation.

All actions undertaken by Inclusion Education staff are designed to create an enjoyable, positive learning experience. Learners should be able to learn, socialise and be enthusiastic about their education and their future. To achieve this staff encourage positive and kind behaviour and discourage any behaviours that can undermine learning, the relationship between staff and learners, and any deliberate actions intended to harm the physical or mental health of another.

Staff should ensure they acknowledge and reward behaviour with praise at every opportunity and are consistent and clear when explaining why a negative behaviour is being discouraged. If the behaviour is repeated by the learner staff will be required to impose sanctions for deliberately repeating unacceptable behaviours.

### **Rewards**

An ethos of care, encouragement and understanding is central to the promotion of positive behaviour. Rewards can be an acknowledgement of effort, demonstrate care and play a motivational role in helping learners to realise that positive behaviour is valued.

The main form of reward utilised by Inclusion Education is an emphasis on specific praise both informal and formal to individuals and groups – a relational approach. Praise and rewards are used to motivate learners much more frequently than negative consequences. This builds a culture of achievement and success.

Positive behaviour will be rewarded with:

- Individual and precise praise tied to a specific action (e.g. accepting responsibility for a negative action).
- Emails or phone calls home to parents/carers on a fortnightly basis
- Special responsibilities/privileges (such as a School Council role, mentoring, helping out at Open Mornings/Evenings)
- Public recognition of achievement (with the learner and parent/carer's agreement) on social media and the Inclusion education website
- Additional bonuses towards end of term school trips.

## **10. Responding to learner dysregulation**

Our learners can experience emotional dysregulation which results in behaviour which can present as challenging and defiant. It is essential that Inclusion Education staff view this dysregulation with empathy and curiosity in order to identify the cause and support its de-escalation.

The below framework is to support staff to respond to these moments within the organisation's ethos:

### **Level 1**

If you see a learner who is dysregulated – such as being sad or shutdown, fidgety or stuck, irritable or angry, ask “are you OK?”, or “is there anything I can do to help?”, or “I’ve noticed that that you don’t seem yourself. Is there a reason?”. These moments become an opportunity for engagement to explore with a learner how they are feeling and guide them to re-regulate.

### **Level 2**

If Level engagement is unsuccessful, use opportunities to de-escalate and distract from the situation, such as a walk or access to a therapeutic space with the engagement team. In these moments the primary focus is on preventing the situation from escalating – not engaging in a restorative conversation.

Following the engagement intervention and support, there will be reflective opportunities. These may take place one hour or one day later. This depends entirely on the learner's wellbeing and regulation. These reflective opportunities should focus on what can be done to empower the learner to manage the next occasion of dysregulation with greater independence.

### **Level 3**

If Level 1 and 2 becomes a persistent concern, it should be escalated to the tutor and SLT. Contact should be made parents/carers to explain what is being observed and why the learner is presenting in this way in school. Tutors should also consider implementing a Team Around intervention. The Head of Mental Health may also identify the need for a therapeutic intervention, such as Play Therapy, Specialist Mentoring, Counselling, or therapeutic music.

### **Level 4**

If this becomes a consistent pattern, even with additional support in place, it may indicate that a learner's mental health and wellbeing is struggling to access education at the current expectation and the use of an individual mental health may be required. These are reviewed every fortnight with the learner and parent/carer.

### **Level 5**

If the behaviour continues and poses an ongoing risk to the mental health and wellbeing of the individual or other learners and the school community a suspension will be considered.

Please note, if the incident is assessed to have been deliberate or of significant risk, then the Head of Setting can go straight to Level 5. This may result in a behaviour contract being implemented with the learner.

### **Level 6**

If multiple suspensions are required and there are no indications of things improving this may indicate that the learner's needs cannot be met and an end of placement and emergency annual



review will be held. At level 5, this should be clearly communicated to learners and parents/carers.

## **11. Behaviour not in line with Inclusion Education's values**

Examples of behaviour that is not considered to be in line with the setting's values can be defined as:

- Negative language towards peers, adults or staff
- Disruption in lessons, between lessons, at break time and lunchtimes
- Deliberately upsetting other learners (whether online or offline)
- Throwing objects, or wilfully misusing equipment
- Using mobile phones or technology inappropriately
- Verbal aggression
- Deliberately not attending lessons.

In these circumstances, the member of staff should support and challenge the learner, using Levels 1 and 2 of the framework detailed above.

All instances of this should be recorded on CPOMS to enable the tutor, DSL and leadership team to proactively support the learner and put in place protective measures.

## **Serious incidents**

The following are examples of what Inclusion Education defines as a serious incident. This list is not exhaustive.

- Any form of bullying
- An assault on a fellow learner or member of staff, or a threat, or repeated threat, of violence
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Vandalism
- Theft
- Smoking and or vaping
- Recording other staff/learners and sharing this online/social media with or without their consent
- Deliberately and wilfully taking photos or videos of other learners
- Posting comments about other learners on social media
- Sharing of nude or semi-nude images and/or videos includes pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers, matches, lighter or vaping equipment.

- Fireworks
- Pornographic images
- Mobile phones (see mobile phone policy for details)
- Any article a staff member suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner).

In all of these cases, the behaviour should be challenged and/or de-escalated and a member of the setting's SLT will be informed following the framework outlined above.

Following the de-escalation of the situation, an incident report will be written on CPOMS and the learners' parents/carers will be phoned and actions to resolve or repair this behaviour will be discussed.

Please refer to Inclusion Education's framework for responding to all forms of emotional dysregulation and behaviour

## **12. Responding to serious incidents**

We seek to avoid the use of sanctions and consequences as much as possible, as outlined in Section 10, preferring supported reflective conversations, not least because sanctions:

- Is rarely effective in the long term as it does not embed long-lasting change
- Does not teach or highlight alternatives
- Behaviours often still occur when the person delivering the 'punishment' is not around
- Often leads to escalating behaviour
- Limits opportunities for the person to behave appropriately (and for us to encourage and reinforce this)
- Individuals can easily become habituated to punishment.
- May not actually be 'punishment' for that person, e.g. a suspension may be what the person wants

It is also the case that we recognise that no two learners are the same and each may require a different approach to the same behaviour. This is based on our collective knowledge, skills and experience as a team and includes every member of staff in identifying the causes of behaviour and appropriate strategies and responses to behaviour that is below the expectations of Inclusion education.

However, the school takes seriously any threat to the mental health and wellbeing of its learners and any risk this may pose to an individual or the collective. If a learner is demonstrating aggressive, bullying or threatening behaviour which intimidates others this will be taken seriously as it undermines all the feeling of belonging, safety and security that our learners require.

## **Responding to low-level deliberate behaviour**

When a learner's behaviour deliberately falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent its recurrence.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so learners know with certainty that misbehaviour will always be addressed. This should be done in a non-confrontation manner that de-escalates a situation.

Challenging may not happen in the moment of its occurrence, as it may further escalate a dysregulated young person, but this will be addressed by the member of staff who observed this at a future time.

A member of staff should record the behaviour on CPOMS. All staff should consider whether this behaviour is indicative of an underlying safeguarding concern and whether this should be brought to the attention of the DSL when they record this.

All learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a learner to help them to meet behaviour standards in the future.

Personal circumstances of the learner will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## **School responses to specific serious behaviour**

In the following instances of serious behaviour, the following actions will be applied in **all** cases.

- At every stage of the serious behaviour a trusted member of staff, and a senior leader, will explain to the learner the seriousness of the situation at every stage and implement de-escalation behaviours
- In these conversations the member of staff will communicate to the learner why their parent/carer will be called and that this action is being taken to safeguard them.

### **Smoking/vaping**

Having communicated with the learner, the member of staff who sees or suspects a learner of smoking/vaping should inform the learner's tutor, who will in turn inform the child's parents and a member of SLT.

The learner will be expected to hand over any cigarettes, tobacco, lighters/matches, and vaping equipment to the member of staff immediately. This will not be returned to them or their parents/carers unless at the discretion of the Head of Setting..

If a learner is found to be sharing any vaping or cigarette material this could result in suspension and, if it continues, could result in their placement at Inclusion education ending.

### **Assault, or threat of, a learner or member of staff**

Assault, or threats thereof, on any person is always unacceptable and it is paramount to ensure that everyone is safe and receiving the necessary support.

In the event of the situation:

- Learners should be separated to keep them safe
- A senior member of staff called
- De-escalation techniques should be used to calm learners involved
- If the situation is not de-escalating parents/carers should be notified immediately to collect their children following an incident or to prevent one.

Following the incident, the Head of Setting will launch an investigation and incident report which will be shared with the COO & Executive Head and CEO.

An incident report will be written and further actions and interventions will be discussed with parents and recorded in writing by a member of the setting's Senior Leadership Team.

A threat of physical violence always results in a one-day suspension and actual violence a two-day suspension.

If a learner's placement is at risk of ending, and other supportive measures have been put in place beforehand, the Head of Setting, with our specialist mentor, will put in place a Team Around the child (see appendix 2 for details).

If these threats are considered serious and repetitive, with no remorse or change in behaviour, the Local Authority will be informed and other school options will be explored. Parents/carers will always be informed of any incident.

### **Any substance misuse**

Any concerns and suspicions about substance/drug misuse possession or a person being under the influence of alcohol or drugs must be reported to the Head of Setting/SLT/DSL immediately.

If the learner is under the influence, they will be taken care of by a member of staff whilst parents/carers are contacted.

The learner will be expected to hand over any substances to this member of staff.

Parents/carers will be notified and if a learner has not handed in these substances they will be asked to collect their child.

An incident report will be written and further actions and interventions will be discussed with parents and recorded in writing by a member of the setting's Senior Leadership Team.

A referral to Children's Services will also be made and a Team Around put in place.

### **Absconding**

If a learner absconds from the school site, the senior staff must be informed immediately and parents/carers to be contacted. The procedure for this can be found in our Safeguarding & Child Protection Policy.

An incident report will be written and further actions and interventions will be discussed with parents and recorded in writing by a member of the setting's Senior Leadership Team.

Following one incident of absconding, or if it is highlighted as a concern during admission, a safety plan will be created.

## **Bullying**

For information on how we deal with incidents of bullying, please see our Anti-Bullying Policy. If a case occurred of severe or persistent bullying, strong sanctions, such as suspension, would be implemented.

All cases of bullying are documented and parents/carers will be informed in writing if this continues to be a persistent problem that will result in serious sanctions, such as suspension or a managed move.

## **Misuse of a mobile phone**

Please refer to our mobile devices policy for information.

## **Suspension, end of placement and permanent exclusions**

Inclusion Education's setting can use suspension, permanent exclusion and end a learner's placement in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend, exclude or end a placement will be made by the head of setting and only as a last resort and we consider these a "therapeutic pause". Following a pause, the learner and their family are expected to attend a reintegration meeting with the Head of Setting.

Please refer to our suspensions and exclusions policy for more information.

## **Suspected criminal behaviour**

If a learner is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police and children's services.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head or Deputy Head will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **13. Use of mobile phones and other electronic devices**

Please refer to our Mobile Devices Policy for more information.

## **14. Learner support**

Inclusion education recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the learner.

The Head of Setting and special educational needs lead will evaluate a learner who exhibits challenging behaviour to determine whether their known needs are being met and whether there are any other unknown needs that could explain their actions.

Where necessary, support and advice will also be sought from the referring school/agency and external professionals (such as educational psychologists or medical practitioners) to identify and support needs.

When acute needs are identified, Inclusion education will liaise with external agencies and create an appropriate support plan for the learner. Inclusion education will work with the learner, their parents/carers and other professionals to create the plan and review it on a regular basis.

### **Supporting those impacted by bullying or discriminatory behaviour**

Learners who attend Inclusion Education are likely to have ongoing mental health needs and/or to have had at least one negative education experience (such as bullying). Inclusion education promotes an environment that respects and values the wellbeing of all who attend but there will be times, whether deliberately or accidentally, that a young person is affected by the negative behaviour of another learner. In these instances, Inclusion Education provides a range of support for that young person, including making a formal report (if appropriate and proved to be true). Examples of such behaviour might be:

- A young person having experienced unwanted touching from a peer
- A young person having suffered a racist, sexist, homophobic incident (or any other form of discrimination of a protected characteristic).

In the rare instance that an example such as those outlined above takes place, staff members will provide all necessary support for the young person to support their mental health and wellbeing. This may include:

- Accessing therapeutic support, such as TALA or external referral
- Working with the family to provide ongoing care
- Support writing a formal complaint following the incident
- Access to a safe space at any time
- Space and time with a senior member of staff
- Final say in any suggested restorative action
- Opportunities to move session time to avoid being around the perpetrator/abuser.

Whilst support for the victim is ongoing members of staff will also continue to work with the other learner separately, assuming their placement has not been ended due to the incident, to enable them to understand the impact and consequences of their actions and implement any

appropriate sanctions and actions. Inclusion education strongly believes that all learners are good and that opportunities for restorative action and change should be actively supported to promote change.

## **15. Use of reasonable force**

Inclusion Education does not support the use of restrictive practice in any instance. For more information please see Inclusion education's statement on use of physical restraint (Appendix 1)

As outlined in this behaviour policy, and the statement on the use of physical restraint, Inclusion education promotes positive behaviour and de-escalation strategies and the use of passive physical contact (such as standing between two learners in a situation in which a staff member has identified escalating tensions). Staff members will only use active physical contact to separate learners who are being violent towards one another, a staff member or a member of the public, or to intervene if a learner is at risk to themselves (as part of the staff member's duty of care).

Inclusion Education does, when appropriate, encourage positive physical contact. Examples of this include:

- Delivering first aid
- Congratulations or praise (such as a handshake)
- Comforting a learner in distress
- Teaching a music instrument or new activity.

## **16. Confiscation and searches**

Inclusion education does not search or screen its learners although it is able to do so, in line with the DfE's [latest guidance on searching, screening and confiscation](#).

If a learner is suspected of having a prohibited item in their possession that member of staff should contact a member of the setting's senior leadership team and the DSL immediately.

The DSL and/or senior leader will assess the situation and if they assess that the item does not pose a threat to others, but remains an item they should not possess, those members of staff will communicate with the learner the severity of the situation and encourage them to voluntarily hand this to them, whilst continuing to de-escalate and promoting co-regulation.

If the learner voluntarily hands the item to the member of staff they will be praised and additional support will be sought from the Mental Health and Wellbeing Team to support the learner whilst senior leaders assess the next step.

If a learner denies possessing the suspected item, or refuses to voluntarily hand this item in, the senior staff member will communicate the next steps to the learner: that their parents/carers will be contacted. The school will contact the parents/carers to collect the learner and keep the

learner with a member of the senior leadership team until they can be collected by their parents/carers, separated from other learners (to the extent possible).

If the situation was deemed to pose a serious threat to any member of staff in the school, the police would be contacted immediately.

Depending on the item this may or may not be returned to the learner and this will be communicated to the learner at the time. This will be recorded and communicated to parents/carers.

All incidents will be recorded and documented by the relevant senior member of staff.

Following the incident a meeting will be held with the parents/carers to identify appropriate next steps and whether additional external or internal support is required. The outcomes of this will be recorded and shared with parents/carers.

### **Confiscation**

Any prohibited items (listed in section 10.2) found in learner's possession as a result of a search or being voluntarily handed in will be confiscated. These items will not be returned to the learner.

We will also confiscate any item that is harmful or detrimental to the orderly running of the school. These items will be returned to learners after discussion with senior leaders and parents, if appropriate.

### **Informing parents**

Parents/carers will always be informed of any confiscated item (listed in section 10.3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

## **17. Off-site behaviour**

Sanctions may be applied where a learner has behaved off-site in such a way that was not in line with the expectations outlined in this policy. This includes when:

- Taking part in any school-organised or school-related activity (e.g. school trips, Outdoor Learning)
- Travelling to or from school
- During work experience
- In any other way identifiable as a learner of our school

Sanctions may also be applied where a learner has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:



- Could have repercussions for the orderly running of the school
- Poses a threat to another learner
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member (e.g. on a school-organised trip).

## **18. Online misbehaviour**

The school can issue behaviour sanctions to learners or online misbehaviour when:

- It poses a threat or causes harm to another learner
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The learner is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member.

## **19. Malicious allegations**

Where a learner makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the setting will consider whether to discipline the learner in accordance with this policy.

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the learner who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and learners accused of misconduct.

Please refer to our child protection and safeguarding policy and allegations against staff and low level concerns policy for more information on responding to allegations of abuse against staff or other learners.

## **20. Training**

Inclusion education staff are provided with training on:

- Safeguarding
- Positive behaviour management
- Delivering the Inclusion Way

- Trauma-informed approach (and PACE)
- De-escalation techniques
- The needs of learners at the school

Promoting positive behaviour, managing challenging behavioural situations and proactively identifying situations before they arise form part of each staff member's continuing professional development.

## **21. Monitoring**

Each setting will collect data and report on the following to the respective local governing body each term:

- The number of behavioural incidents, including bullying and sexual harassment
- The number of suspensions, permanent exclusion and placements ending
- The number of incidents of searching, screening and confiscation
- Analysis of patterns by protected characteristics

At each half term, the setting's leadership teams will review the above data.

There will be annual surveys for staff, learners and other stakeholders (namely parents) on their perceptions and experiences of the school's culture and behaviour.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

This policy will be reviewed annually in line with Keeping Children Safe in Education and other statutory guidance. The policy will be approved Inclusion Education's Trustees.

## **22. Links with other policies**

This behaviour policy is linked to the following policies:

- Anti-bullying Policy
- Safeguarding & Child Protection Policy
- Suspensions & Exclusions Policy
- Adult Safeguarding
- Mental Health Policy

## **Appendix 1: Statement on the use of physical restraint**

Every child and young person has a right to be treated with respect and dignity, and deserves to have their needs recognised and be given the right support. Some children and young people with learning disabilities, autistic spectrum conditions, trauma or mental health difficulties may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others and may have been at heightened risk of restrictive intervention to minimise the impact of their behaviour, on them and on other people, in other education settings.

Research has shown that children and young people, their families and carers have said that restraint and restrictive intervention are traumatising. We also know that use of restraint and restrictive intervention can have long-term consequences on the health and wellbeing of children and young people, and that it can have a negative impact on staff who carry out such intervention. The personal costs to children and young people's development and welfare and to staff from the use of restraint are well documented and this is reflected in Ofsted's guidance to inspectors, 'Positive environments where children can flourish' (2021): "Restraint of any kind can have a negative impact on a child's mental health and damage relationships between children and those who care for them." These include damage to physical, psychological, social and emotional wellbeing and to their neuro-cognitive, behavioural and emotional development. Restraint can be traumatising for children and repeated use of restraint can have damaging, re-traumatising effects.

Young people who have experienced trauma in the past are especially at risk of experiencing psychological harm from restrictive interventions. For example: exclusion and seclusion can echo-relational trauma and systemic trauma; physical restraint can echo physical and sexual abuse. As a result, these interventions may cause re-traumatisation which, in turn, may drive even more challenging behaviour

Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties may often respond with behaviour that challenges (verbal or non-verbal) when they are in pain, or experiencing sensory overload, or when confronted with situations they do not understand or environments in which they cannot easily cope, which cause anxiety or fear, and for which they are unprepared. Such behaviour may be perceived as 'naughty' or 'bad' if the child or young person is unable to follow instructions or fit in with existing rules and structures and it can be a form of communication for children and young people who are unable to communicate verbally.

Young people who have been exposed to trauma are more likely to have psychological and behavioural problems, and there is evidence that greater trauma exposure is associated with more severe and diverse behaviour problems. In addition, young people with behavioural issues and mental health conditions may be at higher risk of abuse and neglect than children without these conditions. These findings taken together suggest the possibility of a feedback cycle in which young people who have experienced trauma and who have mental health

conditions and behavioural issues are at the highest risk of further trauma, mental health conditions and behavioural issues

Inclusion education promotes a learner centred approach with trauma-informed practices and, as such, does not operate a system of using restraint punitively or as a behaviour management tool. Learning groups within our centres at any one time rarely exceed 8 learners at any one time and the staff/learner ratio is high, always 1:8 or above. Staff are trained to use positive behaviour support (as outlined in the behaviour policy) and other alternatives which can de-escalate challenging behaviour, and tackle the reasons for it at source. This is our primary approach. We believe in relationships built on respect, trust and nurture and to break this by using restraint on a young person would be both wrong and potentially damaging.

The likelihood of challenging behaviour can often be anticipated by those who know the learner well. Measures to understand the range of communication used by young people to express emotions, including distressed behaviour, are put in place. Measures to identify triggers of distressed behaviour and to prevent or address it are also developed with the involvement of the child or young person and their family, and with careful assessment, planning and support we create the right environment for education, care and support.

Inclusion education's strategies are listed below:

#### Primary strategies

We put in place strategies for each individual learner to reduce the likelihood of the behaviour happening; for example, managing situations that we know will trigger a behaviour, changing environments, changing grouping and timetabling and providing opportunities for new experiences and acquiring new skills.

#### Secondary strategies

These are our plans for what to do if the primary strategies do not work and behaviour starts to escalate. These include using calming approaches, changing the environment, and diverting the young person's attention to an activity they enjoy.

#### Reactive strategies

These are planned, robust strategies that are put in place to be used as a response to an incident of challenging behaviour. They aim to take control of a situation and minimise the risk to the person and others.

These include:

- Continued use of proven and evidence-based de-escalation strategies and calming techniques
- Alerting senior or experienced staff, for example Headteacher, SLT and/or counsellors, of an escalating situation requiring support and intervention
- Removal and supervision of other learners to a safe place
- Learner to leave site (under the care of staff, parent/carer or another appropriate professional)
- In cases of violence, extreme destruction, risk to self or others the police may be called
- In extreme cases of violence towards other learners, self or staff, non-violent intervention may be necessary such as standing between learners or standing at a door to protect others.
- There may be cases where there is a need to physically separate learners from each other, if all other strategies have failed. This is with the strict intention of preventing harm and in order to separate each learner into other areas.

After any incident a full incident report is written and submitted to CEO and SLT within 2 days for discussion and actions.

Please refer to relevant Inclusion education policies to support this document:

- Behaviour Policy
- Special Educational Needs and Disabilities Policy

## References

Ofsted (2020). *Positive environments where children can flourish*. Available at:

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish> (accessed: 08/10/2021)

Department for Education (2019). *Reducing the Need for Restraint and Restrictive*

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<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention> (accessed: 08/10/2021)

Centre for Mental Health. (2020). *Trauma, challenging behaviour and restrictive interventions in schools*. Available at:

<https://www.centreformentalhealth.org.uk/publications/trauma-challenging-behaviour-and-restrictive-interventions-schools> (accessed: 08/10/2021)

## Appendix 2: Team Around Guidance

Inclusion Education has developed a unique approach to supporting learners who are most in need: our “Team Around” intervention.

There are two versions of “Team Around” meetings:

1. **To support regulation and positive behaviour in school**
2. **To provide proactive intervention to support progress due to declining mental health**

The following outlines what this looks like in practice.

### **Team Around to support regulation and positive behaviour**

**The purpose of Team Around** meetings designed to support regulation and positive behaviour in school are in response to a significant or persistent low-level regulation issues seen in school.

#### ***These meetings involve the learner.***

The learner will be encouraged to create a “team” of trusted adults. This should comprise of at least 4 other adults in school. It should not include other learners.

Ideally, these meetings should include:

- The tutor
- A teacher/learning mentor
- A mental health team member
- The Headteacher

One of these adults **must** be the Headteacher to ensure accountability, who is responsible for delegating the creation and organising of these meetings.

The learner is designated as “captain” of their team and this can take the form around their interest to engender investment. As the captain of the team, they are accountable for themselves but they have a team to support them.

The Headteacher will take the role of “manager” as it is important that should the learner not demonstrate the expected behaviour they are accountable for their actions and the consequences – such as suspension or a placement ending.

As these meetings **must** involve the learner they **must** take place in school hours. **The designated time for these meetings will depend on the time available but likely to be tutor time and will require cover for the respective tutor.**

At the first meeting, it should be explained to the learner and those involved why they are working together and what the desired outcomes are as these outcomes will form the basis of measuring its success and should be reviewed at least every half term.

### **Team Around to provide proactive intervention to support progress due to declining mental health**

In contrast, these meetings are led by adults who have identified a learner struggling to make or continue progress due to their mental health. These meetings **may** involve the learner and/or a parent/carer.

**The purpose of these meetings** should be proactively put in place the necessary support collectively to enable a learner to continue making progress at Inclusion education.

These meetings **must** led by the learner's Tutor and **must** involve either the Deputy Head for Learner Welfare & SEND and/or the Senior Mental Health Lead, each of whom are representatives as SLT.

The tutor should contact one of the two designated members of SLT to request this intervention and why they feel it is required. With approval, they should then take the lead in organising the correct adults to support the learner.

These should include:

- The tutor
- A teacher/learning mentor
- A wellbeing team member
- A member of SLT

As these meetings do not require the participation of the learner they are suggested to take place outside of school hours. **The designated time for these meetings is Tuesday and Thursday mornings at 8.45am.**

At the first meeting, it should be explained to the team why they are working together and what the desired outcomes are as these outcomes will form the basis of measuring its success and should be reviewed every half term.

## FAQ

**Q. If I have concerns about a learner's mental health, how do I set up one of these meetings?**

A. Contact either the Headteacher or the learner's tutor. If you are the learner's tutor, contact the Deputy Head for Learner Welfare and SEND (Ele) and Mental Health Lead (Yvonne).

**Q. Should learner's be part of these meetings?**

A. If it is based around the learner's regulation in school, and there have been recent suspensions, then the learner **must** be part of these meetings to develop personal responsibility and accountability.

If it is based around their mental health, they may be part of this if deemed appropriate by the representative SLT members.

**Q. How long should these meetings go on for?**

These meetings should be in place for as long as necessary to address the key reasons for the intervention.

However, to ensure they are not always open, they should be reviewed every 6 weeks as a team.

**Q. Is there anything I need to do after the meeting?**

**Yes.** If you are the tutor, you must write up the meeting with a key focus on the actions agreed and have emailed this to everyone who attended the meeting within 2 working days. This may need to be shared with the wider school team too (by email).

If you are not the tutor, it is your responsibility to complete your actions and support the learner's progress, as agreed in the meeting.



## **Appendix 3 – College Only**

### **Student Code of Conduct**

**These three rules apply to everyone who is part of Inclusion College:**

- Use your abilities and efforts to produce the best work you can
- Be considerate, cooperative and supportive towards staff and students
- Keep Inclusion Hampshire a pleasant and effective place to work

**To use your abilities and efforts to produce the best work you can, you must:**

- Arrive as per your timetable
- Arrive in time for sessions
- Listen carefully when required
- Complete the work as well as fully as you can
- Ask for help when you need it
- Accept both praise and constructive criticism towards your work

**2. To be considerate, cooperative and supportive towards staff and learners you must:**

- Follow the instructions given by staff
- If you feel they are unreasonable, discuss this after the session with the staff member concerned
- Do nothing to hurt others through word or action, including through others
- Do not use any bullying, racist or sexist language or behaviour
- Bring nothing to Inclusion Hampshire that might cause damage or harm
- Contribute to the best of your ability when working in a group
- Be accepting and supporting of others
- Minimise giving offence by swearing or other inappropriate language

**3. To keep Inclusion College a pleasant and effective place to work you must:**

- Look after buildings, furniture and equipment
- Do all you can to protect surfaces and displays
- Dispose of litter properly
- Not go off site without permission
- Remain alcohol and drug free during attendance

### **Sanctions**

Inclusion Hampshire has a range of sanctions, separated into three categories: minor-, medium- and high-level.

### **Minor-level sanctions**

Most behavioural instances are minor and will be adequately dealt with by using a minor-level sanction, e.g negative language towards peers. Sanctions for these behaviours may include: Sensitively challenging a student on their language/actions and an explanation of its effect

### **Medium level sanctions**

Examples requiring staff to implement a medium-level sanction includes persistent defiance and deliberate damage to property. Sanctions for these behaviours may include: Contacting the referring school/ College or Local Authority or a short 'cooling off' period away from the College (with home learning provided)

### **High-level sanctions**

Examples requiring this level of sanction may include, but is not limited to, behaviour such as: persistent occurrence of aforementioned behaviours, unresolved bullying

Sanctions for these behaviours may include:

- Timetabling changes (including twilight hours)
- Exclusion for more than one day
- End of placement

### **Student Code of Conduct**

- I will show respect to the college, staff, other learners, and other learners' and college property
- I will be polite towards staff and learners
- I will sign in and out whenever I enter or leave the college
- I will advise a staff member if I need to leave the premises
- I will arrive on-time and ready for my sessions, and not interrupt other learners' session
- I will not start, instigate or be involved in any bullying of others
- I will wait until break times to eat and drink
- I will not bring pets into College

### **PHONE USAGE**

I will put my phone in my bag or upside down on desk and only use it if directed to do so, or in an emergency.