



SENSE INCLUSION

COACHING – CREATIVE THERAPIES – ALTERNATIVE PROVISION

Behaviour & Anti-Bullying Policy & Procedures

Version Number	Written by:	Approval date	Review date
1	L & J Slaterpartridge	03/09/2026	03/09/2027

1. Introduction and Aims

Sense Inclusion C.I.C. provides therapeutic and alternative provision for children and young people, many of whom have SEND, SEMH needs, developmental trauma, communication differences or other complex needs. Our approach to behaviour is relational, trauma-responsive and child-centred.

We understand behaviour as communication. Our first question is not simply “what rule has been broken?” but “what is this child communicating and what support is needed to help them feel safe, regulate and re-engage?”

Our aim is to provide a safe, calm and predictable environment where children and young people can build trusting relationships, develop regulation skills, learn from difficulties and make progress without shame or unnecessary punishment.

This policy also sets out our approach to bullying. It should be read alongside our Safeguarding Policy, Code of Conduct, Equality, Diversity & Disability Policy, Touch Policy and Restrictive Practice & Emergency Physical Intervention Policy.

2. Our Behaviour Approach

Sense Inclusion uses a preventative and relational approach. We recognise that many children attending our provision may find traditional behaviour systems, sanctions or high-demand environments difficult to manage.

We reduce the likelihood of incidents through:

- high staff-to-child ratios and close supervision;
- consistent, trusted relationships with familiar adults;
- individual risk assessments and support planning;
- reasonable adjustments for SEND, disability, communication and sensory needs;
- low-arousal environments, access to quiet spaces, movement and outdoor areas;
- clear, simple and developmentally appropriate expectations;
- choice, preparation and predictable transitions;
- PACE-informed, trauma-responsive and non-shaming practice;
- co-regulation, emotional literacy and support to understand feelings and behaviour;
- staff training, supervision, reflective practice and early escalation for support.

Our staffing model, environment and staff training enable us to safely support children with complex and sometimes high levels of need. Support is tailored to the individual rather than expecting every child to respond to the same behaviour system.

3. Expectations

We expect everyone at Sense Inclusion to be treated with dignity and respect. Children and young people are supported, at a level appropriate to their development and needs, to:

- keep themselves and others as safe as possible;
- treat other people, their belongings and the environment with respect;
- use language and behaviour that does not deliberately harm, threaten, intimidate or discriminate;
- listen to reasonable safety instructions from staff;
- seek help when they are worried, overwhelmed or in conflict;
- repair relationships and learn from incidents when they are ready.

Expectations will be explained and reinforced in a way that takes account of age, developmental level, SEND, communication, trauma and individual circumstances. Reasonable adjustments will be made where needed.

4. Responding to Dysregulation or Behaviour of Concern

When a child is distressed, overwhelmed or dysregulated, staff will prioritise safety and regulation before reflection or problem-solving.

Staff may:

- reduce language, demands or stimulation;
- offer space, movement, sensory support or a quieter environment;
- use calm, attuned communication and co-regulation;
- offer appropriate choices and additional adult support;
- change the activity, environment or staffing arrangement;
- follow the child's individual plan and risk assessment;
- seek support from a senior member of staff where required.

We do not use humiliation, public shaming, punitive isolation, blanket sanctions or removal of essential support as behaviour-management strategies. Where a consequence or boundary is needed, it will be proportionate, related to what has happened, developmentally appropriate and focused on safety, learning or repair.

Once a child is calm and able to engage, staff may use a restorative or reflective conversation to help them understand what happened, repair relationships and identify what could help next time. A child will not be forced to discuss an incident while dysregulated.

5. Restrictive Practice and Physical Intervention

Sense Inclusion does not use restraint or restrictive intervention as a routine behaviour-management strategy. Physical intervention must never be used to secure compliance, punish, manage ordinary distress or because of staffing or organisational pressure.

Our Restrictive Practice & Emergency Physical Intervention Policy confirms that emergency physical intervention would only ever be considered as a last resort where there is an immediate risk to life or serious physical harm, no safer option is available, and any action is lawful, necessary, proportionate and used for the shortest possible time.

Any such incident would be recorded, reported, reviewed and followed by appropriate support for the child and staff involved.

6. Recording, Reporting and Reviewing Behaviour

Staff will record significant behaviour incidents and relevant patterns so that support can be reviewed and improved. Records should be factual and include what happened, likely triggers or contributing factors, action taken, support provided and any follow-up required.

Significant incidents will be shared promptly with parents/carers and the commissioning school or local authority, normally on the same day where appropriate. Safeguarding concerns will always be managed under the Safeguarding Policy.

Where there are repeated or significant concerns, the child's support plan and risk assessment will be reviewed with relevant professionals and the commissioner. Where a specific behaviour plan is in place, progress will be reviewed regularly and at least every six weeks with the commissioner where required.

A placement will not be ended as a punishment. If Sense Inclusion becomes concerned that a placement is no longer safe or able to meet the child's needs, this will be discussed with the commissioner and family and a planned review of provision, support or transition will take place.

7. Bullying

Sense Inclusion is committed to providing a safe and supportive environment where children, young people, staff and visitors are protected from bullying.

We use the Anti-Bullying Alliance definition of bullying as repetitive, intentional harm by an individual or group where there is an imbalance of power. Bullying may be physical, verbal, psychological or online.

Bullying may include:

- physical aggression or intimidation;
- name-calling, threats, ridicule, rumours or deliberate exclusion;
- racist, sexist, homophobic, transphobic, disablist or other prejudice-based bullying;
- sexual harassment or sexually harmful behaviour;
- cyberbullying, online harassment or misuse of images, messages or social media.

Not every disagreement, friendship difficulty or one-off incident is bullying. However, all harmful behaviour will be taken seriously and staff will consider whether it is also a safeguarding or child-on-child abuse concern.

8. Preventing and Responding to Bullying

Our high staffing levels and close knowledge of the children we support allow staff to notice changes, intervene early and reduce opportunities for bullying to become established. We actively promote empathy, respect, inclusion and safe relationships through everyday practice, individual work and group activities.

Where bullying is suspected or reported:

- staff will listen, reassure and take the concern seriously;
- the immediate safety and wellbeing of the child affected will be considered;
- the incident will be recorded and shared with an appropriate senior member of staff;
- parents/carers and commissioners will be informed where appropriate;
- support will be offered to the child who has been harmed;
- the needs and behaviour of the child displaying bullying behaviour will also be explored and supported;
- safeguarding procedures will be followed where the behaviour may constitute child-on-child abuse, harassment, violence or another safeguarding concern;
- risk assessments, staffing, group arrangements or individual support plans will be adjusted if needed.

Our response is intended to stop the harm, protect those involved, understand what is driving the behaviour and support meaningful change.

9. Child-on-Child Harm and Safeguarding

Some behaviour between children may be a safeguarding concern rather than solely a behaviour issue. This can include violence, sexual harassment or sexual violence, harmful sexual behaviour, coercion, abuse within relationships, prejudice-based harm, exploitation or harmful online behaviour.

Staff must not dismiss harmful behaviour as banter, part of growing up or simply a feature of a child's SEND. Concerns must be reported to the DSL in line with the Safeguarding Policy. Support and safeguarding consideration will be given to all children involved.

10. Staff Practice and Training

Staff are expected to model the calm, respectful and boundaried behaviour we want children and young people to experience. They must work consistently with individual plans and avoid responses that escalate distress or shame a child.

Staff receive safeguarding training and ongoing development relevant to the children they support. Training and reflective practice include understanding behaviour as communication, trauma and attachment, SEND and neurodiversity, communication, co-regulation, de-escalation, risk assessment and reducing restrictive practice.

11. Working with Parents, Carers and Commissioners

Sense Inclusion works in partnership with parents/carers, schools, local authorities and other professionals. Where behaviour concerns arise, relevant information will be shared so that support remains consistent and risks are understood.

We will seek the views of the child or young person wherever possible and involve them in planning support in a way that is appropriate to their age, communication and development.

12. Monitoring and Review

The Directors will monitor significant behaviour and bullying incidents, identify patterns and ensure that learning is reflected in staff practice, risk assessments and individual support plans.

This policy will be reviewed annually, or sooner following significant incidents or changes to guidance or organisational practice.