



BEHAVIOUR AND RELATIONAL INCLUSION POLICY

Equal opportunities lie at the heart of all that we do at Silverwood School. We are committed to ensuring that every member of the school community is given the same chance as any other to access the services and support of the school

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy is designed to meet the needs of all pupils, working through pre-formal, social communications, and formal curricula. It is inclusive of learners who function at all levels of language and communication aligned to our vision of building community, inspiring learning, and our mission of enhancing learners' enjoyment, opportunities and outcomes.

Approved by:	Standards Committee	Date: 14 January 2026
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Last reviewed on:	January 2026
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Next review by:	January 2027
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Culture and Ethos

At Silverwood School, we are committed to creating a nurturing and inclusive climate where every learner's enjoyment, wellbeing, opportunities, and outcomes are at the heart of everything we do. We believe that behaviour and learning are deeply interconnected, and that positive relationships, emotional safety, and a strong sense of belonging are essential foundations for success.

Our culture is guided by our six core values: cooperation, courage, honesty, perseverance, respect, and kindness. These values shape how we interact, learn, and grow together as a community. We recognise that for learners to be their best selves, they need to develop strong emotional regulation, ethical, and relational skills.

This policy sets out how we support our learners on this human journey through a relational and inclusive approach, where connection, understanding, and psychological safety are central to every interaction. We are committed to continually reflecting on and refining our practice, drawing on research, evidence, and professional expertise to ensure that every learner receives the support they need to flourish.

At Silverwood, we are aspirational for all, and we live our vision of *Building Community, Inspiring Learning* every day.

Policy Objectives:

- To provide guidance for staff, parents/carers, governors, and other stakeholders
- To provide a framework for our collective beliefs around human behaviour
- To provide an inclusive, relational and values-based framework
- To underpin our beliefs with evidence-based practice and current research

KEY BELIEFS

At Silverwood School we believe that:

- Relationships, belonging and safety are at the heart of all learning
- Behaviour, like other areas of learning, is a complex set of skills
- Supporting behaviour skills is fundamental to preparation for adulthood and supporting future independence
- Behaviour is a means of communicating feelings and unmet needs
- Learners do well when they can; when a learner struggles to meet expectations, we recognise they need extra support
- With personalised and adaptive support, all learners can be enabled to behave at their best ('Ambition without limitation')
- It is integral to our role to reduce barriers to learning
- Mistakes are part of the learning process; we recognize all of our learners are at different stages of the developmental process
- Our pupils' learning difficulties impact on how they learn regulation, ethical and relational skills
- All adults are on a journey to enhance their strategies to support young people with these skills
- Silverwood Values and relational inclusion are pivotal to supporting our learners

Co-operation – Respect – Perseverance – Kindness – Honesty – Courage

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation in schools](#)
- [Equality Act 2012](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils at school with medical conditions](#)

It is also based on the [SEND code of practice](#)

In addition, this policy is based on:

- [Section 175 of the Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- [Section 88 of the Education and Inspections Act 2006](#)

Adults will support the learners in our school by:

- The quality of our relationships with each other and them
- Modelling our school values and adhering to our [Staff Behaviour Policy](#)
- Emphasising respectful relationships including maintaining the learners' dignity and carefully considering when and how we talk about their behaviour
- The quality of our provision and environment
- Providing a high quality personal, social and health education to support skills across all areas of school life, and in the wider community.
- Understanding of their needs
- Observing, evidence gathering and analysing holistically, so that our support is well informed and planned
- Working in close partnership with parents, carers and other professionals
- Enabling learners to be their best selves
- The support and scaffolding we put in place

The support and scaffolding consists of:

- Support learners to develop and use regulation, ethical and communication skills
- A Total Communication approach (*Total communication is an inclusive approach that uses and honours all forms of communication such as speech, sign, symbols, gestures, body language, visuals, and technology. It supports both expressive and receptive communication*)
- A learning environment which supports pupils to be their best selves
- Proactive approach to sensory needs – for example, sensory circuits, weighted blankets, and proprioceptive aids.
- Supporting all emotions, including noticing, validating and supporting regulation
- A Trauma Informed approach including responding sequentially: regulate, relate, reason, repair
- Awareness of adverse childhood experiences and taking proactive and personalised measures to reduce lifelong risks and enhance positive outcomes
- Integrating our holistic knowledge of each learner, including awareness of potential triggers, and past and ongoing experiences

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- Clear expectations in line with our school values
- Clear explanations and consistent support are provided so that learners understand the purpose of boundaries, how they support personal development and independence in the wider community
- Routines and structures that provide psychological safety and optimise cognitive load
- Expert and specialist support to enable pupils to stay regulated
- De-escalation strategies
- Processing time
- Fair and predictable responses; maintaining connection and relational inclusion
- Reparation wherever possible and appropriate
- Immediate and explicit feedback so learners understand their own behaviour
- Positively phrased instructions: 'say what you want to see' ('walk' vs 'don't run')

VALUES BASED EDUCATION AND RELATIONAL INCLUSION

Behaviour, like other areas of learning, is a complex set of skills:



Relational inclusion and Values-Based Education www.valuesbasededucation.com underpin our approach to supporting pupils to develop these skills.

We have aligned our 6 Silverwood values with the principles of Relational Inclusion as described in "Education Everyone" Benedict, A. and Braven, A. (2025) *Educating Everyone: An Introduction to Relational Inclusion in Schools*. Routledge.

Value	Relational Inclusion Principles
	Co-operation – Respect – Perseverance – Kindness – Honesty – Courage

Cooperation	Relationships, Relationships, Relationships
Courage	We accept all emotions, not all behaviours
Honesty	We identify and address the cause, not the symptoms.
Perseverance	If a child could do better, they would
Respect	Create a culture of compassion and repair
Kindness	All principles in action together

Motivation

At Silverwood we use extrinsic motivators as the 'starter motor', not the engine for desirable actions. We recognise extrinsic motivators work best when linked to a specific behaviour. Once competence begins to build, we fade extrinsic motivators out to let intrinsic drive take over. We understand that creating conditions for success enables our learners to be their best selves. It is always fundamental to our practice that connection and psychological safety underpin all our interactions. These frees our learners to be creative, make mistakes and feel fulfilled.

Extrinsic motivation includes:

- Descriptive praise; spoken and non-spoken
- Symbolic rewards
- Communication with families to inform them of the behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities
- Displays of achievement – WOW Boards
- Celebration assembly

Intrinsic motivation includes:

- Fostering a love of learning
- Building strong connections
- A sense of belonging
- A shared culture of positive values

Behaviour that requires support

We do not believe in sanctions or punishment; we recognise that punishment damages relational inclusion, connection and psychological safety. This approach requires ongoing support for staff because our wider society and systems sometimes emphasise the importance of sanctions. We recognise that this is an ongoing journey of training and support.

We recognise that developing emotional, ethical and relational skills is a complex journey; learners'

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mistakes signal a need for further support.

Reparation means repairing relationships, or 'making good' in some way

All learners are supported to repair relationships. Where developmentally appropriate, we support our pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected. This may include restorative conversations at a level aligned to their developmental stage.

Behaviour that requires exceptional support

The majority of learners at the school will respond positively when staff work within these guidelines but some of our learners need additional support to learn to manage their behaviour

We do this by:

- Working in line with this policy
- Putting in additional scaffolding, tailored to the specific needs of each learner, for example a higher level of co-regulation
- Multi-agency review and support e.g. CAHMS, Educational Psychology, Occupational Therapists, Physiotherapists, Speech and Language therapists, medical specialists
- Observations of learner behaviour
- Medical investigations to ensure that the pupil is not in pain or unwell
- Making the routines/strategies more personalised
- Drawing up a Risk Assessment and Positive Handling Plan detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent/carer and other staff
- Enhanced parent/carer partnership

Some learners need exceptional support, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a learner's school day, we plan jointly with parents and carers and the Multi Agency Support Team, the Local Education Authority and external agencies.

Peer on Peer (including Cyber-bullying)

- We do not tolerate peer on peer abuse
- We teach our pupils and staff about peer on peer abuse
- Peer on Peer, Bullying, "banter" should **never** be ignored
- **All** instances of peer on peer must be recorded
- Parents and carers should be informed by staff promptly if their child/young person is involved in a peer on peer incident.
- Every instance needs to be addressed, in line with this policy
- Some learners may be abusive to a peer without intent and without understanding its impact.

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This must be viewed as an opportunity to teach learners how to be respectful to each other.

There may also be other 'triggering factors e.g. another pupils' long hair triggering dysregulation and aggression

- Our learners will be supported to develop age and stage appropriate levels of e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying

Further guidance is available in the school's **Anti-Bullying Policy** which is available on request from the school

Discriminatory language/incidents

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are **not acceptable** within our school's community
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- They **MUST** be recorded appropriately, including all follow-up action
- Some learners use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children/pupils how to be respectful to each other

Further guidance is available in the school's **Equalities Policy** which is available on request from the school.

Monitoring

Behaviour is recorded and monitored for patterns of behaviour so that it can inform support and staff training.

Suspensions and Exclusions

We do not believe that suspensions or exclusions are an effective way to support pupils, and we will always try to adapt and personalise provision for all of our learners to ensure that they are able to access education. We do not use suspensions or exclusions as a sanction.

However, in exceptional circumstances it may be necessary to suspend a learner for a fixed time period and this would always be considered very carefully.

Exceptional circumstances may include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school

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- Incidents of involving illegal drugs
- Incidents of sexual violence

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response. Parents/carers will be contacted at the earliest opportunity in the process and pupils will continue to be supported in their learning whilst they are on exclusion/suspension. There will be a reintegration meeting before the pupil returns to school to allow for the best possible outcomes to be achieved moving forwards.

The Local Authority and Education Welfare Service will be made aware in order to support the learner as fully as possible whilst the pupil is out of school.

Suspensions can also be managed internally and a pupil may be removed from class or setting for a fixed period of time.

Permanent exclusions

It is extremely rare for pupils at Silverwood School to be permanently excluded. This is not a decision that would be made in isolation, and is ultimately the responsibility of the Governing Board.

In the event that we are not able to meet the needs of an individual pupil, we will **always aim** to work with the pupil, their family and Local Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School .

Parents retain the right to appeal against Exclusion, further information of the appeal process will be issued with the Exclusion Letter.

This policy should be read in conjunction with the Physical Intervention Policy

At Silverwood School, we hold our key beliefs at heart:

Children/pupils want to behave well.

Behaviour is a means of communication

With the right support children/pupils can be helped to improve their behaviour

Associated Resources and Links

Link to **behaviour checklist**:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/a00199342/getting-the-simple-things-right-charlie-taylors-behaviour-checklists>

Link to use of **Reasonable Force** – advice for Head Teachers, Staff and Governing Bodies

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Link to **Screening, Searching and Confiscation** – advice for Head Teachers, Staff and Governing Bodies.
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<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Link to **Exclusions Guidance** <https://www.gov.uk/government/publications/school-exclusion>

Link to **Safeguarding**

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

Mechanical Restraint at Silverwood School

At Silverwood we strive to avoid all forms of restraint wherever possible. It is only ever used as a last resort.

Any form of restraint must be lawful and based on individual circumstances. It will be consistent with the core values and key principles of the this policy and the DFES document “Reducing the Need for Restraint and Restrictive Intervention” 2019.

Any restraint is always undertaken in the best interests of the learner; is part of an appropriate assessment of risks; is proportionate to the risks and will be used for no longer than is necessary.

Mechanical restraint involves the use of a device to prevent, restrict, or subdue movement of a person’s body with the aim of managing their actions to increase safety and their access to opportunities.

On occasions, and as part of a planned response to learner safety, it may be deemed necessary to use one of the following forms of mechanical restraints:

- Walking reins
- Wrist bungee
- Seatbelt locks*
- Buggies and pushchairs with safety belts
- Harnesses in transport*

*These two systems are used in conjunction with emergency release resources and protocol.

These form part of a risk assessment and are only used when there is a clear risk to self or others and when there is no other appropriate technique or resource available to maintain a learner’s safety.

The use of any of these mechanical restraints form part of the school’s risk assessment Positive Handling Process. Parents/carers are always informed if their child may need this intervention as part of their ongoing risk assessment.

On occasions some children with severe cognitive impairments, will be provided devices such as arm splints or cushioned helmets to safeguard them from injury, or to limit self- injurious behaviour of high frequency and intensity. When this occurs, this is completed by a specialist external agency, following considerable assessment and permission with parents/carers.

The frequency of the use of these mechanical restraints are documented on a “High frequency log” and the assessed and evaluated by senior staff to reduce the need of this intervention.

Summary

At Silverwood School, we aim to create a climate where all learners' enjoyment, opportunities, outcomes, and wellbeing are at the heart of everything we do. We recognise that behaviour and learning are closely interconnected, and our culture is guided by our six core values: cooperation, courage, honesty, perseverance, respect, and kindness.

We understand that to be their best selves, learners need strong emotional, ethical, and relational skills. This policy outlines how we support our learners on this human journey, embracing the principles of relational inclusion, where belonging, connection, and psychological safety are central to every interaction.

We are committed to continuously refining our practice, seeking out research, evidence, and professional advice to ensure that every learner receives the support they need to flourish. At Silverwood, we are aspirational for all our learners, and live our vision of 'Building Community, Inspiring Learning'.

