

# Behaviour and Relationships Policy

Safeguarding and Child Protection Policy

Child on Child Abuse Policy

Exclusions Policy

Anti Bullying Policy

| Policy Information                                                                                 |                                  |
|----------------------------------------------------------------------------------------------------|----------------------------------|
| Policy Author: Anna Hulme<br>Governing Board approval date/date policy is in effect from: 9/9/2021 |                                  |
| Review information:                                                                                |                                  |
| Approved by:                                                                                       | Intuition School Governing Board |

| Information                                              |                            |                      |
|----------------------------------------------------------|----------------------------|----------------------|
| Principal: Amy Clewlow                                   |                            |                      |
| Latest Review information:                               | Summary of amendments      | Date of next review: |
| Date: January 2026<br>Name of reviewer/s:<br>Amy Clewlow | Amended format and updated | January 2027         |

# Behaviour and Relationships Policy

## 1. Legal Status

This policy has regard to:

- The Education (Independent School Standards) Regulations 2014, Part 3, subsection 9
- The Equality Act 2010
- DfE advice Behaviour and Discipline in Schools, January 2016
- Keeping Children Safe in Education (KCSIE), September 2025

## 2. Rationale

Pupils achieve their full potential in a nurturing, stimulating, and ordered school environment, where everyone feels valued, respected, and safe.

Following the Attachment Aware, Trauma-Informed model of Regulate, Relate, Reason, and Repair, we connect with students to empower them to understand the positive and negative choices they make.

We respect Article 12 of the UN Convention on the Rights of the Child, ensuring pupils are encouraged to form and express their views.

Reasonable adjustments are made for students with SEND, ensuring this policy aligns with their Personal Safety and Support Plans (PSSPs).

## 3. Aims

- Create an ethos where all members feel valued, respected, and safe
- Maintain a nurturing learning environment
- Support staff to be confident and effective in their roles
- Ensure consistency of approach across the school
- Encourage self-awareness, self-control, and responsibility in pupils
- Promote respect for others and encourage positive behaviour
- Equip students to become strong, responsible citizens
- Share good practice with other schools to improve outcomes

## 4. How We Achieve Our Aims

- Display and reinforce the Intuition Student Agreement throughout the school
- Lead by example: all staff model positive behaviour and respect
- Review and adapt Personal Student Support and Safety Plans (PSSPs) regularly
- Implement the Engagement Reinforcement Steps and Regulate, Relate, Reason, Repair Model

- Provide high quality, differentiated teaching and learning experiences
- Maintain calm and structured classroom environments
- Encourage students to track their choices and reflect on their behaviour
- Work closely with parents/carers to involve them in their child's progress

## **5. Responsibilities**

### **Principal/Farm Manager**

- Ensure all school personnel, pupils, and parents are aware of and comply with this policy
- Promote an ethos where everyone feels valued, respected, and safe
- Maintain sound working relationships within the school community
- Ensure the health, safety, and welfare of all pupils and staff
- Provide leadership and vision in respect of equality
- Support and train staff in behaviour management strategies
- Monitor and report on the effectiveness of this policy to the Governing Body
- Undertake classroom monitoring and liaise with external agencies

### **School/Farm Staff**

- Develop and implement this policy throughout the school
- Monitor pupils' adherence to the Intuition Student Agreement
- Follow PSSPs/Care Plans and update them as necessary
- Create links with parents/carers and communicate effectively
- Promote self responsibility and respect among pupils
- Provide well planned, differentiated lessons and support individual needs
- Attend training in Attachment Aware, Trauma Informed Practice
- Ensure the health and safety of pupils in their care
- Report any discrimination or safeguarding concerns

### **Students**

- Be aware of and comply with this policy
- Sign and follow the Intuition Student Agreement
- Track and reflect on their own progress

### **Parents/Carers**

- Comply with this policy and sign the Home/School Permissions and Agreement
- Maintain positive relations with the school
- Support their children in understanding and valuing engagement in school
- Participate in surveys and feedback initiatives conducted by the school

## **6. Prevention**

Staff follow the Engagement Reinforcement Model:

- Arrive ready and prepared, ensuring orderly classroom entry
- Provide balanced, paced, and differentiated lessons
- Understand the personalities, learning styles, and social dynamics of pupils
- Encourage pupils to track their choices and reflect on behaviour
- Anticipate potential triggers and prevent escalation

## **7. Managing Behaviour**

When pupils struggle to meet the Intuition/Diamond Families Student Agreement, staff respond using:

- Engagement Reinforcement Model
- Regulate, Relate, Reason, and Repair Model
- Change in activity or environment
- Reassurance calls home
- Trauma informed mindfulness or meditation
- Meetings with parents/carers
- Completion of missed work at an appropriate time (with prior notice for out-of-school arrangements)

Incidents are logged (IRIS) when students demonstrate:

- Bullying of any form
- Discrimination based on protected characteristics
- Use of inappropriate language
- Refusal to complete work or comply with instructions
- Refusal to hand in a mobile phone
- Physical aggression

All incidents are followed up with parents/carers and discussed in staff debriefing to ensure procedures are followed and PSSPs updated if needed.

## **8. Physical Interventions and Use of Reasonable Force**

At Intuition School and Diamond Families Farm, we are committed to maintaining a safe, calm and supportive environment where pupils are supported through relational, trauma informed and preventative approaches.

The use of restrictive interventions, including reasonable force, is exceptional and never used as a routine behaviour management strategy. It is only considered as a last resort, where there is an immediate risk of harm and all appropriate de-escalation strategies have been exhausted.

Restrictive interventions include:

- Physical intervention (reasonable force)
- Non-physical restriction (e.g. blocking movement)
- Seclusion (preventing a pupil from leaving a space)

The school and farm does not use seclusion as a behaviour management strategy. Any restriction of a pupil's movement or access to an environment will only occur where it is necessary to manage an immediate risk to safety, will be continuously supervised, and will be recorded and reported in line with statutory requirements.

### **Principles Governing Use**

Any use of restrictive intervention will be:

- Lawful, necessary, proportionate and reasonable
- The least restrictive option available to reduce risk
- Used for the shortest possible duration
- Consistent with safeguarding duties, including *Keeping Children Safe in Education 2025 (KCSIE)*
- Focused on preserving the dignity, wellbeing and rights of the pupil

Restrictive interventions may only be used to:

- Prevent a pupil from causing injury to themselves or others
- Prevent serious damage to property
- Prevent behaviour that poses a significant risk to safety or constitutes a serious breach of order

Restrictive interventions will never be used:

- As a form of punishment
- For staff convenience
- In a manner that is excessive, degrading, or unlawful

### **Prevention and De-escalation**

The school prioritises early intervention and prevention. Staff are trained to:

- Identify triggers, patterns and early signs of distress
- Use adaptive, relational and trauma-informed approaches
- Apply verbal de-escalation, distraction and environmental adjustments
- Support pupils to self-regulate and recover

Behaviour is understood as a form of communication, particularly for pupils with SEND and SEMH needs, and responses are tailored accordingly.

### **Consideration of Vulnerability**

Before any restrictive intervention is used, staff will take into account:

- The pupil's age, size and developmental stage
- Special educational needs or disabilities (SEND)
- Social, emotional and mental health needs (SEMH)
- Any known trauma or adverse experiences

- Relevant medical conditions or risks

This ensures that any response is safe, appropriate and proportionate to the individual.

### **Recording, Reporting and Accountability**

In line with statutory requirements, the school will:

- Record all significant incidents involving restrictive intervention as soon as possible (and on the same day wherever practicable)
- Include clear detail on:
  - Antecedents and context
  - De-escalation strategies attempted
  - Type and duration of intervention
  - Outcome and any injury or distress
- Inform parents/carers as soon as reasonably practicable
- Undertake a post-incident review to identify learning, reduce future risk, and adapt support plans

Senior leaders will:

- Monitor and review all incidents to ensure appropriate use
- Analyse patterns to inform risk assessments, behaviour support plans and staff training
- Ensure transparency, accountability and safeguarding oversight, including reporting to governors where appropriate

### **Staff Training and Support**

Staff receive regular training in:

- De-escalation and conflict reduction
- Trauma-informed and relational practice
- The safe and lawful use of restrictive interventions

Only staff who are appropriately trained and confident will use physical intervention.

### **Safeguarding Commitment**

The use of restrictive interventions is recognised as a safeguarding matter. The school ensures that:

- Pupils are protected from harm, distress and inappropriate practice
- Any concerns arising from the use of force are reported and managed in line with safeguarding procedures
- Practice is continuously reviewed to ensure it remains lawful, ethical and in the best interests of the child

## **9. Exclusion**

Exclusion is a last resort. Possible reasons may include:

- Causing serious injury to another person
- Deliberate damage to school or personal property
- Abusive behaviour
- Recurrent and deliberate breaches of the Student Agreement

Parents/carers are informed and involved in discussions prior to any exclusion. The Complaints Policy will be referred to if parents/carers raise concerns.

## **10. Policy Awareness**

This policy is communicated through:

- School prospectus and website
- Staff handbook and training
- Meetings with parents/carers
- School events and communications such as newsletters
- Annual reports to parents and the Governing Body
- Classroom displays

## **11. Training**

All staff have equal opportunities for training, career development, and promotion. Periodic training ensures staff are up-to-date with equal opportunities, behaviour management, and trauma-informed practice.

## **12. Monitoring and Review**

The application of this policy is reviewed annually or as needed by the Principal and nominated governor.

A report on effectiveness and recommendations for improvement is presented to the Governing Body.