

# 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 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 Name of reviewer/s: 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 2022

## 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, physical interventions are not used as a standard strategy. Physical intervention is only ever used as a last resort to ensure the safety of a student, staff member, or others.

Any use of force will:

- Be proportionate, reasonable, and necessary to prevent immediate harm
- Follow guidance outlined in the DfE Use of Reasonable Force (July 2013)
- Prioritise de-escalation techniques and trauma-informed approaches

Staff are trained to:

- Anticipate potential risks and prevent escalation

- Use verbal de-escalation, changes of environment, and other non-physical strategies first
- Apply physical intervention only when there is imminent risk of serious injury or harm in line with DFE guidelines on reasonable force
- Record any incident immediately, including context, actions taken, and follow-up support

## **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.