

Behaviour and Relationships Policy

Safeguarding and Child Protection Policy

Child on Child Abuse Policy

Exclusions Policy

Anti Bullying Policy

Policy Information	
Policy Author: Emma Shutt	
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Approved by:	Intuition School Governing Board

Information		
Principal: Amy Clewlow		
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Date: September 2026 Name of reviewer/s: Amy Clewlow	Updated to reflect KCSIE 2026, current Independent School Standards and DfE restrictive interventions guidance effective April 2026. Revised behaviour, sanctions, SEND/reasonable adjustment, reasonable force, significant incident recording/reporting, post-incident support and monitoring arrangements.	September 2027

Behaviour and Relationships Policy

1. Legal Status

This policy has regard to:

- The Education (Independent School Standards) Regulations 2014, in particular Part 3, paragraphs 9 and 10, as amended
- The Education and Inspections Act 2006, including provisions relating to the use of reasonable force and the recording and reporting of significant incidents
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children 2026
- DfE *Behaviour in Schools: Advice for headteachers and school staff*
- DfE *Restrictive interventions, including the use of reasonable force, in schools*, effective from 1 April 2026
- DfE statutory guidance relating to mobile phones in schools, where applicable
- The SEND Code of Practice: 0 to 25 years

2. Rationale

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

Following our Attachment Aware and Trauma Informed approach of Regulate, Relate, Reason and Repair, we support pupils to understand their behaviour, emotions, choices and the impact these may have on themselves and others.

We recognise that behaviour can be a form of communication, particularly for pupils with SEND, SEMH needs, communication difficulties or experiences of trauma.

We respect Article 12 of the United Nations Convention on the Rights of the Child and encourage pupils to express their views and participate in decisions that affect them.

The school will make reasonable adjustments for disabled pupils in accordance with the Equality Act 2010. When responding to behaviour, staff will consider whether a pupil's SEND, disability, SEMH needs, communication needs, medical needs or other vulnerabilities may have contributed to the behaviour and will adapt their response where appropriate.

Behaviour expectations remain high for all pupils, while recognising that the support required to meet those expectations may differ between individuals.

3. Aims

- Create a culture in which all members of the school community feel valued, respected and safe
- Establish clear, consistent and understood expectations for behaviour
- Maintain a nurturing, calm and purposeful learning environment
- Support staff to manage behaviour confidently, consistently and lawfully
- Promote positive relationships between pupils, staff and families

- Develop pupils' self-awareness, self-regulation and responsibility
- Promote respect for others, equality and positive behaviour
- Prevent bullying, discrimination, harassment and harmful behaviour
- Ensure that behaviour management takes appropriate account of SEND, disability, SEMH needs and individual circumstances
- Minimise the need for restrictive interventions through prevention, early intervention and de-escalation
- Ensure sanctions and interventions are fair, reasonable, proportionate and consistently applied
- Equip pupils to become responsible and respectful members of their communities
- Review practice and use learning from incidents to improve outcomes for pupils.

4. How We Achieve Our Aims

- Display, teach and regularly reinforce the Intuition Student Agreement
- Ensure all staff model respectful, calm and positive behaviour
- Establish predictable routines and clear boundaries
- Use the Engagement Reinforcement Steps and Regulate, Relate, Reason and Repair model
- Develop, implement and regularly review PSSPs for pupils who require individualised support
- Make reasonable adjustments where required
- Provide high-quality, differentiated teaching that takes account of individual needs
- Maintain calm, structured and supportive learning environments
- Teach pupils strategies for emotional regulation, reflection and repair
- Identify patterns, triggers and emerging concerns at an early stage
- Work collaboratively with parents/carers and, where appropriate, external professionals
- Record and analyse serious behaviour incidents, sanctions and restrictive interventions
- Use incident analysis to inform risk assessments, PSSPs, staff training and whole school improvement.

5. Responsibilities

Principal/Farm Manager

- Ensure the policy meets the Independent School Standards and other applicable statutory requirements
- Ensure the behaviour policy is implemented consistently throughout the school
- Ensure appropriate records are maintained, including records of sanctions imposed for serious misbehaviour
- Ensure restrictive interventions are recorded and reported in accordance with statutory requirements
- Ensure behaviour data is regularly reviewed for patterns, including any disproportionate impact on pupils with protected characteristics or SEND
- Ensure staff receive appropriate training and support
- Report significant trends and concerns to the proprietor/Governing Body.

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
- Apply expectations, support strategies and sanctions fairly and consistently
- Make and implement reasonable adjustments where required
- Record serious behaviour incidents and sanctions accurately
- Report safeguarding concerns immediately in accordance with the Safeguarding and Child Protection Policy
- Follow statutory and school procedures following any restrictive intervention.

Students

Students will be supported, according to their age, developmental level, communication needs and individual circumstances, to:

- Understand the behaviour expectations that apply to them
- Follow the Intuition Student Agreement
- Develop strategies to communicate their needs and regulate their emotions and behaviour
- Reflect on their choices and progress when they are able to do so
- Contribute their views about the support that helps them feel safe, regulated and able to learn.

Parents/Carers

- Comply with this policy
- 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

The school's primary approach to behaviour is preventative. Staff seek to understand and reduce the factors that may contribute to dysregulation or inappropriate behaviour before difficulties escalate.

Staff will:

- Arrive prepared and establish calm, predictable routines
- Provide appropriately paced, engaging and differentiated learning
- Understand pupils' individual needs, communication styles, learning profiles and social dynamics
- Be familiar with relevant PSSPs, risk assessments and reasonable adjustments
- Identify triggers, patterns and early indicators of distress or dysregulation
- Use relational, trauma informed and restorative approaches
- Use praise, encouragement and reinforcement of positive behaviour
- Teach and support emotional regulation
- Make appropriate environmental or activity adjustments
- Work with pupils to reflect on behaviour and repair relationships
- Seek additional support where a pupil's behaviour indicates an unmet educational, safeguarding, SEND, medical or wellbeing need.

7. Managing Behaviour

Where a pupil struggles to meet the expectations contained in the Student Agreement, staff will respond in a calm, consistent and proportionate manner.

Staff will consider the context of the behaviour, the pupil's age and developmental stage, SEND or disability, SEMH needs, communication needs, known trauma, medical needs and any relevant PSSP or reasonable adjustment.

Supportive responses may include:

- Regulate, Relate, Reason and Repair
- Verbal reminders and redirection
- Changes to an activity or environment
- Regulation or sensory support
- Restorative conversations
- Additional pastoral support
- Communication with parents/carers
- Review of a PSSP or risk assessment
- Referral for additional or specialist support where appropriate.

Sanctions

Where a sanction is appropriate, it must be reasonable, proportionate, lawful and related to the behaviour concerned. Sanctions will never be humiliating, degrading or discriminatory.

Depending on the circumstances, sanctions may include:

- A verbal warning or reminder
- Loss or restriction of an appropriate activity (usually determined by risk assessment)
- Completing missed learning at an appropriate time
- Temporary removal from a particular activity where necessary and appropriate
- Contact or meeting with parents/carers
- Other proportionate consequences specified by the school
- Suspension or permanent exclusion in the most serious circumstances and in accordance with the school's procedure.

Restorative and reparative approaches are not ordinarily used as sanctions. They are used, when the pupil is sufficiently regulated and able to participate meaningfully, to support understanding, repair relationships and restore a sense of safety and belonging.

A pupil's access to regulation strategies, sensory support, food and drink, toilet facilities, communication aids, therapeutic support or other provision required to meet their needs will never be withdrawn as a sanction.

Recording

Serious behaviour incidents will be recorded on IRIS. The school will also maintain a record of sanctions imposed for serious misbehaviour in accordance with the Independent School Standards.

Records should provide sufficient information to identify the behaviour, action taken, sanction imposed where applicable, relevant contextual factors and outcome.

Serious incidents may include bullying, discriminatory behaviour, threatening or abusive behaviour, significant physical aggression, serious or persistent refusal to follow reasonable instructions, deliberate serious damage to property, or behaviour presenting a significant risk to safety.

Where behaviour raises a safeguarding concern, staff must follow the Safeguarding and Child Protection Policy immediately.

8. Physical Interventions and Use of Reasonable Force

Intuition School and Diamond Families Farm are committed to maintaining a safe, calm and supportive environment in which the need for restrictive intervention is minimised through prevention, positive relationships and effective de-escalation.

Restrictive intervention will never be used routinely or as a punishment. Where reasonable force is used, it will only be used where lawful, necessary and proportionate in the circumstances.

The school follows the DfE guidance *Restrictive interventions, including the use of reasonable force, in schools*, effective from 1 April 2026.

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 do 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

The school recognises that restrictive intervention is an umbrella term covering a range of interventions that restrict a pupil's movement or liberty. The legal basis and circumstances in which different interventions may be used will depend on the nature of the intervention and the individual circumstances.

The school's starting point is always prevention. Restrictive intervention will only be considered where it is necessary to safeguard a pupil or others, manage an immediate risk or otherwise where its use is lawful and justified.

Any restrictive intervention will be:

- Lawful, necessary, reasonable and proportionate
- The least restrictive appropriate response available in the circumstances
- Used for no longer than necessary
- Sensitive to the pupil's individual needs, communication, SEND, SEMH, medical needs and known experiences
- Consistent with the pupil's PSSP and risk assessment where practicable
- Carried out in a way that seeks to preserve the pupil's dignity, wellbeing and relationships
- Consistent with safeguarding duties, including Keeping Children Safe in Education 2026.

Where staff use the statutory power of reasonable force, this will only be where permitted by law and where the degree of force used is reasonable and proportionate in the circumstances.

Restrictive intervention or reasonable force will never be used:

- As a punishment or sanction
- To secure compliance where there is no lawful justification for its use
- For staff convenience
- In response to behaviour simply because it is challenging
- In a manner intended to cause pain, humiliation or distress
- 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

The school recognises that behaviour may communicate a pupil's needs, emotions, distress, sensory experience, communication difficulties or level of regulation. This is particularly important for pupils with SEND and SEMH needs.

Staff will seek to understand what may be contributing to a pupil's behaviour rather than responding only to the behaviour that is visible. Understanding the reasons for behaviour does not mean that unsafe or harmful behaviour is accepted; it enables staff to respond safely, compassionately and effectively while helping the pupil develop alternative ways to communicate, regulate and manage difficult situations.

Consideration of Vulnerability

When considering or using a restrictive intervention, staff will, so far as is reasonably practicable in the circumstances, 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 Responding to Significant Incidents

The school recognises the distinction between appropriate physical contact and a significant incident involving the use of force.

For the purposes of this policy, a significant incident is an incident in which a member of staff's use of force goes beyond appropriate physical contact between pupils and staff. This includes circumstances where physical force is used to implement a non-physical restrictive intervention.

Appropriate physical contact that would not ordinarily constitute a significant incident may include proportionate and appropriate contact associated with reassurance or comfort, first aid, physical education, practical teaching activities, or appropriate physical guidance where force is not being used.

Where there is uncertainty about whether an incident meets the threshold for a significant incident, staff must report the incident to a senior leader and follow the school's recording procedures.

Recording Significant Incidents

The school will ensure that a written record is made of each significant incident in which a member of staff uses force on a pupil, in accordance with statutory requirements.

The member of staff involved should make the record as soon as practicable following the incident and should endeavour to do so on the same day.

The record will include, as appropriate:

- The pupil's name
- The date, time and location of the incident
- The circumstances and events leading to the intervention
- The risks presented at the time
- Preventative and de-escalation strategies used or considered
- Why the use of force was considered necessary
- The nature and degree of force used
- The duration of the intervention
- The pupil's presentation and response
- The names of staff involved and any witnesses
- Any injury, distress or medical attention required
- The outcome of the incident
- Any safeguarding concerns identified
- Follow-up actions, including any review of the pupil's PSSP, risk assessment or support arrangements.

Seclusion and Restraint

The school/farm does not use seclusion as a behaviour management strategy.

Where an incident nevertheless meets the statutory definition of seclusion or restraint, it will be recorded and reported in accordance with the applicable statutory requirements.

Where a restraint incident also constitutes a significant incident involving the use of force, the school will follow the statutory procedure for reporting the significant use of force incident. The same information does not need to be reported twice.

Informing Parents and Carers

Parents/carers will be provided with information about each significant incident involving the use of force, and each incident of seclusion or restraint that is subject to the statutory reporting requirements, as soon as practicable after the incident.

Information provided will include, as appropriate:

- The date, time and location of the incident
- The circumstances leading to the intervention
- Why the intervention was considered necessary
- The type and degree of force or restriction used
- The duration of the intervention
- Any injuries sustained
- Relevant follow up action.

Information should normally be provided in writing.

Where providing information to a parent would be likely to result in significant harm to the pupil, the school will follow the alternative statutory reporting arrangements, including providing the required information to the relevant local authority where applicable.

Responding Following a Significant Incident

Following a significant incident involving reasonable force or another restrictive intervention, the school will review what occurred and consider:

- Why the intervention became necessary
- Whether preventative and de-escalation strategies were appropriate
- Whether the intervention used was necessary, reasonable and proportionate
- The impact of the incident on the pupil and staff involved
- Whether there are patterns or recurring triggers
- Whether the pupil's PSSP, behaviour support plan or risk assessment requires amendment
- Whether further staff training, support or safeguarding action is required
- How the need for restrictive intervention might be reduced in future.

The pupil and staff involved will be given appropriate opportunities to reflect separately on the incident.

Where appropriate, a follow up conversation will then support reflection, learning, repair of relationships and the wellbeing of those involved. Wherever practicable, this process should be supported by a member of staff who was not directly involved in the incident.

The school will consider whether the pupil, staff members or any pupils who witnessed the incident require additional emotional, pastoral or medical support.

Any injury will be recorded and managed in accordance with the school's health and safety procedures and reported externally where required.

Following an incident, the immediate priority will be the physical and emotional safety and regulation of the pupil and others involved. Reflection, discussion and restorative work will take place only when the pupil is sufficiently regulated and able to engage meaningfully. Staff will avoid requiring an immediate account, apology or restorative conversation where doing so would increase distress or dysregulation.

Senior Leadership Oversight

Senior leaders will review records of significant incidents and restrictive interventions to:

- Identify patterns and trends
- Monitor the frequency and nature of interventions

- Identify safeguarding concerns
- Consider the impact on individual pupils and groups, including pupils with SEND
- Evaluate the effectiveness of preventative and de-escalation strategies
- Identify staff training and support needs
- Ensure PSSPs and risk assessments remain appropriate
- Identify actions that may reduce the need for restrictive interventions in future.

Learning from incidents will be used to inform individual pupil support, staff practice and whole school improvement.

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

Staff are not routinely expected, as part of their role, to use planned physical interventions and therefore the school does not provide physical intervention training as a matter of course. The school prioritises prevention, de-escalation and relational approaches to reduce the need for physical intervention.

Nothing in this policy prevents a member of staff from taking reasonable and proportionate action in an unforeseen emergency where this is necessary and lawful to protect a pupil or another person from harm. Where circumstances indicate that planned physical intervention may be required for an individual pupil, the school will review the pupil's needs, risks and support arrangements and consider what additional staff training or specialist support is required.

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. Suspension and Permanent Exclusion

Suspension or permanent exclusion will only be considered in serious circumstances and will not be used routinely as a behaviour management strategy.

Decisions will be made by the Principal, or another person authorised to act in that capacity, in accordance with the school's procedures.

Before making a decision, consideration will be given to:

- The nature and seriousness of the behaviour
- The evidence available
- The pupil's account and views

- Relevant contextual or safeguarding factors
- SEND, disability, SEMH and communication needs
- Whether reasonable adjustments have been made where required
- Relevant PSSPs and risk assessments
- Previous interventions and support
- Whether the proposed action is reasonable and proportionate.

Parents/carers will be informed promptly of the decision, the reasons for it, its duration where applicable and any arrangements for the pupil's education.

The school will maintain an appropriate written record of the decision and supporting information.

Parents/carers will be informed of the applicable procedure for raising concerns, requesting a review where provided for under the school's procedures, or making a complaint under the Complaints Policy.

Following a suspension, appropriate reintegration planning will take place to support the pupil's successful return and reduce the likelihood of recurrence.

10. Policy Awareness

This policy will be made available to parents/carers and pupils in an accessible form and will be published or made available in accordance with applicable requirements.

Key expectations will be communicated in an age and developmentally appropriate way to pupils.

Staff will receive the policy as part of induction and subsequent training and will be informed when material changes are made.

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. Staff Training

Staff will receive appropriate induction and ongoing training to enable them to implement this policy safely, consistently and effectively.

Training will include, as appropriate:

- The school's behaviour expectations and procedures
- Attachment aware, relational and trauma informed practice
- SEND, SEMH and reasonable adjustments
- Equality and safeguarding
- Prevention and de-escalation
- Restorative and reparative approaches
- Recording behaviour incidents and sanctions

- Restrictive interventions and reasonable force (not as a matter of course, but would be considered in appropriate circumstances)
- Statutory recording and reporting requirements
- Relevant individual PSSPs and risk assessments.

Training needs will be reviewed following significant incidents, changes in guidance and through analysis of behaviour and restrictive intervention data.

12. Monitoring and Review

The Principal and proprietor will review the implementation and effectiveness of this policy at least annually and sooner where there is a significant change in legislation, statutory guidance, school circumstances or identified safeguarding risk.

Monitoring will include, as appropriate:

- Behaviour incidents
- Bullying and discriminatory incidents
- Sanctions for serious misbehaviour
- Suspensions and permanent exclusions
- Use of reasonable force and other restrictive interventions
- Seclusion records, where applicable
- Injuries arising from incidents
- Complaints relating to behaviour management
- Patterns involving individual pupils or groups
- Potential disproportionality relating to SEND or protected characteristics
- Effectiveness of PSSPs and preventative strategies.

Findings will be used to inform staff training, risk assessments, pupil support and improvements to practice.

The Governing Body/proprietor will receive appropriate information about the effectiveness of the policy and significant trends while maintaining pupil confidentiality.