Relational Personal Development (Behaviour) Policy - OMGEIS

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Headteacher / DSL	Victoria Early V Early	**Date: 16/06/2026**
Approved on behalf of the Governing Body by the Chair of Governors:	Gary Macey 	**Date: 16/06/2026**

1 Statement of Intent

OMG School Kent (OMG) was founded on a simple truth: the system had failed these young people, and something had to change. Many of our pupils carry the weight of exclusion, trauma, disrupted education, and unmet need. They arrive having been told, in word or deed, that their behaviour was the problem. We believe that framing is wrong.

This policy is not designed to manage behaviour. It is designed to build people. Personal development, emotional literacy, regulation, and relationships are not soft extras; they are the curriculum. For pupils with social, emotional and mental health (SEMH) needs in particular and other SEN needs such as autism, communication difficulties, trauma histories or other associated needs, the skills of co-regulation, trust, repair and agency may not yet be in place. That is precisely why they are with us. If they already understood social and emotional life, they would not need OMG. Our job is to teach those skills with the same rigour and commitment we apply to Functional Skills or GCSEs.

This policy therefore replaces the language of behaviour management with the language of personal development. It replaces consequence ladders with relational safety. It replaces sanctions with co-regulation, curiosity and repair.

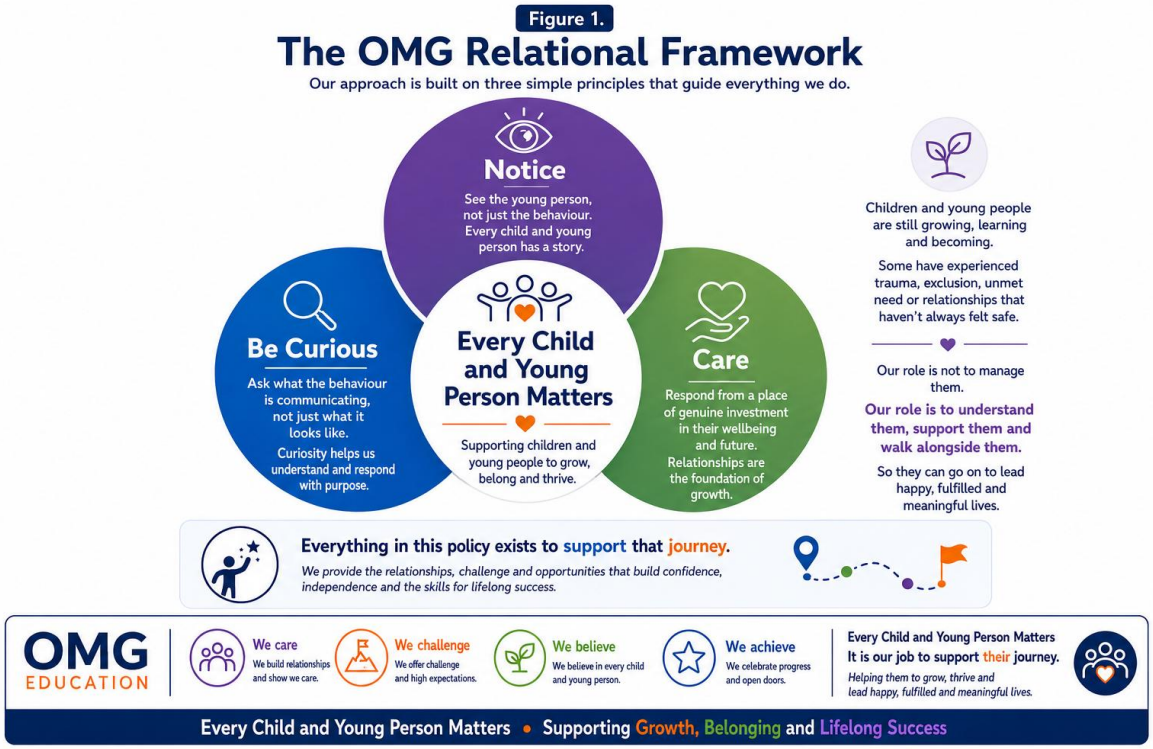
This policy is grounded in three underlying principles:

- Notice: see the young person, not just the behaviour.
- Be curious: ask what the behaviour is communicating, not just what it looks like.
- Care: respond from a place of genuine investment in the young person's wellbeing and future.



This is a relational school. Staff are not merely implementers of a framework; they are the intervention. Regulated, safe, consistent adults who know young people well and care about them are the most powerful tool we have. This policy exists to protect and develop that culture, and to hold the whole community (staff, pupils, families and partners) accountable to it.

OMG was set up because of the direct experience of its founder, Jalmat Miah, in education: of witnessing what happens when systems prioritise compliance over connection. This policy is a commitment to not replicate those experiences here.



2 Scope and Legal Framework

This policy applies to all staff, pupils, volunteers, and contracted professionals working at or on behalf of OMG School Kent, across all sites, off-site provision, online learning and community placements. It is read and applied in conjunction with all other OMG policies, in particular:

- Safeguarding and Child Protection Policy
- SEND Policy
- Curriculum and Assessment Policy
- Positive Handling Policy
- PSHE / PSD Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Attendance Policy
- RSHE Policy

The policy has due regard to all relevant legislation and statutory guidance, including but not limited to:

- Education (Independent School Standards) Regulations 2014 (as amended) — paragraphs 7, 9, and 10
- Children and Families Act 2014
- Equality Act 2010, including the Public Sector Equality Duty and reasonable adjustments duty
- SEND Code of Practice: 0 to 25 years (DfE / DoH, 2015)
- Keeping Children Safe in Education (KCSIE, current edition)
- Working Together to Safeguard Children (current edition)
- DfE guidance: Behaviour in Schools (2022)
- Mental Health and Behaviour in Schools (DfE, 2018)
- Use of Reasonable Force in Schools (DfE, 2026)
- UN Convention on the Rights of the Child, particularly Articles 19, 28, and 29

3 Theoretical and Psychological Framework

OMG's approach to personal development and behaviour is built on an evidence base drawn from neuroscience, attachment theory, trauma-informed practice, and relational pedagogy. Understanding this framework is not optional for staff: it is the foundation of everything we do.

3.1 Behaviour as Communication

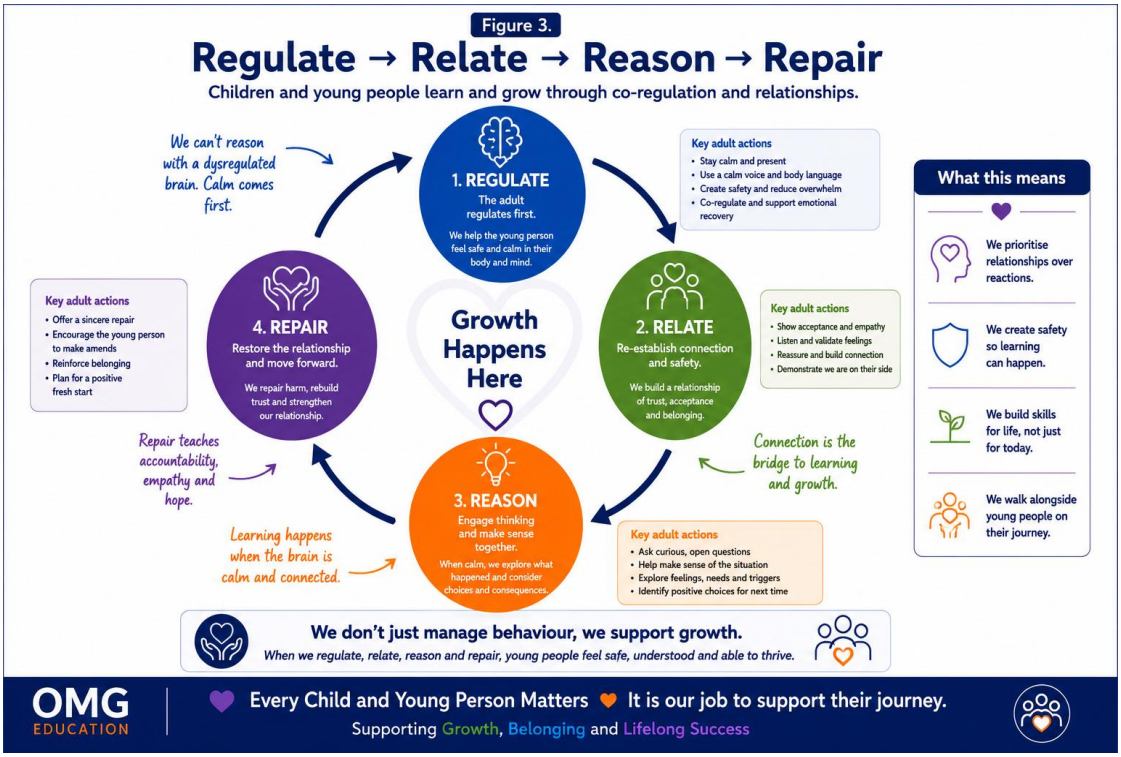
All behaviour is an attempt to meet a need. This is the cornerstone of OMG's approach and draws directly on Choice Theory (William Glasser), which holds that every behaviour (however it presents) is the person's best attempt in that moment to meet one of five basic needs: love and belonging, power, fun, survival, and freedom.

When a pupil shouts, withdraws, runs out, refuses, or lashes out, the question is never "what is wrong with them?" but "what is this communicating, and what need is unmet?" This does not mean there are no boundaries. It means we respond to the need, not just the behaviour.



3.2 The Brain, Stress and Dysregulation

Trauma, ACEs (Adverse Childhood Experiences), chronic stress and neurodevelopmental differences all affect brain function. When a young person is overwhelmed, the prefrontal cortex (responsible for reasoning, planning and self-regulation) goes offline. Fight, flight, freeze or fawn responses take over. In those moments, logic, consequences and instruction are inaccessible. Co-regulation must come first.



The regulate–relate–reason–repair sequence (Bruce Perry)

- Regulate: Help the young person feel physically and emotionally safe. The adult regulates first.
- Relate: Re-establish connection. Be present, warm, consistent.
- Reason: Only once regulated can the young person engage their thinking brain.
- Repair: Restore the relationship and, where appropriate, make amends.

3.3 The Learning Zone Model

Learning: including learning to regulate and relate, happens in the Learning Zone: a space of manageable challenge that sits between the Comfort Zone (safe but not growing) and the Overwhelm Zone (threat response activated). Effective teaching keeps pupils in the Learning Zone. Behaviour that looks like disruption is often a signal that a pupil has moved into their Overwhelm Zone. Our job is to bring them back, not to push them further.



3.4 Trauma-Informed and Attachment-Aware Practice

Many of our pupils carry relational trauma: experiences of adults being unpredictable, unavailable, punitive or unsafe. Their nervous systems have been wired for threat. They may test relationships repeatedly, push adults away, or present as indifferent. This is not manipulation; it is survival.

Trauma-informed practice means:

- Prioritising felt safety before any expectation or instruction
- Being predictable, boundaried, and warm every day, regardless of what happened yesterday
- Understanding that 'attention-seeking' is connection-seeking, and that connection is a legitimate need

- Never using relational withdrawal as a consequence
- Taking the lead on repair after rupture, always

3.5 The Parallel Process

The way we treat staff is the way staff will treat pupils. If adults feel unsafe, unheard, unsupported, or blamed, they cannot model safety, warmth, and self-regulation to young people. This is the parallel process: the relational culture runs from proprietor to leader to teacher to pupil. Staff wellbeing is not a peripheral concern; it is a prerequisite for pupil wellbeing. We treat staff the way we want staff to treat students.

3.6 Neurodiversity-Affirming Practice

OMG serves pupils across all four areas of SEND need, many of whom are autistic, have ADHD, communication differences, sensory processing needs or learning differences. Neurodivergent behaviour is not disordered behaviour; it is people trying to find their way in a world not designed for them. Our role is to adapt the environment, not to demand the pupil adapt to the environment. We do not use compliance as a measure of engagement, and we do not pathologise difference.

3.7 The SEAL Curriculum and Social-Emotional Learning

Social and emotional learning is explicit, planned and assessed at OMG, not assumed. Through the Social and Emotional Aspects of Learning (SEAL) curriculum principles, PSD lessons, one-to-one mentoring, the Soft Skills Matrix, and the Thrive Approach, pupils develop emotional vocabulary, self-awareness, self-regulation, empathy and relationship skills. These are taught, practised, and reviewed in the same way academic skills are.

3.8 Head and Heart

Effective practice at OMG requires both intellectual understanding (head) and relational warmth (heart). Policies and frameworks matter, but they only come alive through genuine care. Staff are supported to bring both rigour and humanity to their work.

4 The Seven Pillars of Relational Practice at OMG

Every decision at OMG, around how we respond to distress, design our environment, structure our day, and develop our staff, is rooted in seven pillars. These are not aspirations. They are our standards.

Pillar	What it means at OMG	Key question
Trauma-Informed Practice	Safety, predictability, co-regulation and repair are embedded in every response. Trauma is the lens, not an afterthought.	Have we prioritised felt safety before any expectation?
Relational Practice	Consistent, attuned relationships with trusted adults are the infrastructure of this school. Rupture and repair are part of the process.	Who is this young person's trusted adult today or more precisely in this moment?
Neuroaffirming Practice	Neurodivergent difference is not disordered. We adapt the environment before we question the child.	Are we asking this pupil to fit the system, or is the system adapting to them?

Co-Regulation and Emotional Development	Adults must be regulated first. Co-regulation before self-regulation. De-escalation before expectation.	Is the adult regulated enough to help the young person regulate?
Behaviour as Communication	Every behaviour communicates an unmet need. We are curious, not reactive.	What is this behaviour telling us? What need is unmet?
Adult Accountability and Reflection	Staff are accountable for their own regulation, their impact on young people, and their part in incidents. Reflective, restorative practice is non-negotiable.	What did the adult contribute to this situation, and what would we do differently?
Equity, Belonging and Anti-Bias	Exclusion, restraint and SEMH labelling are not evenly distributed. We actively monitor and challenge disproportionality.	Are the same young people always in difficulty? If so, is this a system problem?



5 Culture, Non-Negotiables and Language

5.1 The Culture Shift

Traditional behaviour policies place responsibility for behaviour on the pupil. This policy places responsibility on the system, the environment, and the adults within it. This is not about lowering expectations; it is about raising them, for everyone.

Culture is built through hundreds of small daily interactions. The way we greet a young person at the door, the way we respond when they push us away, the way we debrief after a hard incident- these moments collectively create the relational climate of the school. We are all responsible for that climate.

5.2 What "I've Got Your Back" Does and Does Not Mean

Solidarity among staff is essential. However, "I've got your back" does not mean "we don't talk about what happened" or "we defend each other's responses uncritically." True solidarity means:

- Debriefing honestly after incidents
- Supporting colleagues to reflect on their own regulation and responses
- Naming it when something felt wrong, in a spirit of learning not blame
- Protecting each other's wellbeing, not each other's mistakes

It is never about the member of staff. It is always about the young person. When adults take dysregulation personally, the young person becomes responsible for managing the adult's feelings, which is not their role.

5.3 Non-Negotiables

The following are the non-negotiable standards that apply to every member of staff, every day:

- Greet every pupil warmly at the start of every session, regardless of what happened last time.
- Never use sarcasm, humiliation, shame, or mockery.
- Never withdraw relationship as a consequence. Access to a trusted adult is not conditional on behaviour.
- Never leave a pupil alone after a relational rupture or incident. That is when they need us most.
- Always co-regulate before reasoning at the child or young person's level. Do not attempt to provide instruction or engage in discussion with a dysregulated young person. Sometimes all you need is to be present.
- Always take the lead on repair. Adults initiate; pupils are supported to participate.
- Know your own regulation. If you are not regulated, step back and get support.
- Maintain confidentiality and speak with dignity about every young person, including in staff areas.
- Record accurately on Behaviour Smart. If it happened, even if you did not witness it personally, it is recorded.

5.4 Language Matters

Avoid	Use instead
Behaviour management	Personal development
Challenging behaviour	Behaviour as communication/distress signal
Defiance/refusal	Communicating a boundary or an unmet need
Attention-seeking	Connection-seeking / communicating a need for safety
Noncompliant	Dysregulated/overwhelmed
Manipulative	Using the only strategies available to them
He's kicking off again	He's telling us something is wrong
Consequence	Natural or logical response/learning opportunity

6 Routines, Relationships and Regulation

6.1 Why Routines Matter

Predictability is safety. For young people with trauma histories, neurodevelopmental differences or significant anxiety, the unpredictable is experienced as threatening. Consistent routines: arrivals, transitions, lesson starts, breaks, end of day, reduce cognitive load, lower anxiety and create the conditions in which learning becomes possible.

Every session at OMG should have:

- A warm, consistent start: pupils welcomed and greeted respectfully
- A clear, visible structure for the session
- Predictable transitions and timings, communicated in advance
- A calm, consistent close

Changes to routine are communicated as early as possible. Where changes are unavoidable, key adults support pupils through them proactively.

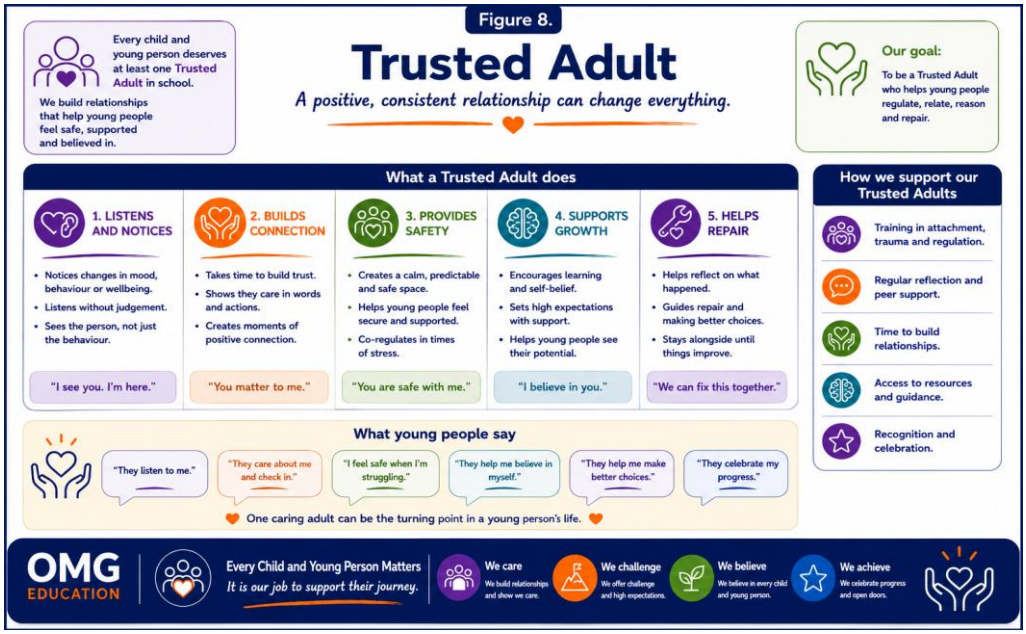
6.2 The Role of the Trusted Adult

Every pupil at OMG has at least one identified trusted adult, a consistent person who knows their story, their triggers, their strengths, and their needs. This relationship is the primary safeguarding mechanism in this school.

Trusted adults:

- Are consistently present and emotionally available
- Maintain the relationship even when the young person pushes back
- Prioritise connection, especially at points of distress
- Share information about the young person with the team, within confidentiality principles
- Take the lead on repair after incidents

Access to a trusted adult is unconditional. It is never removed as a consequence.



6.3 Sense of Safety

Before any learning (academic or social-emotional) can happen, a young person must feel safe. Physical safety (freedom from harm) is the baseline, but we go further: emotional safety means the young person knows that:

- They will not be humiliated or shamed
- Mistakes are part of learning, not evidence of failure
- Adults here are predictable, boundaried, and warm
- Relationships survive difficulty
- Their identity, culture and background are respected and celebrated

6.4 Staff Safety and Regulation

Staff must feel safe too. This is not a luxury; it is essential to the model. A dysregulated adult cannot co-regulate a dysregulated young person. The school actively supports staff wellbeing through:

- Regular structured supervision and debrief
- Access to coaching (using the BASIC model: Background, Aim, Strategy, Implementation, Commitment)
- Clear protocols for when staff need to step back from a situation
- A culture in which it is safe to say "I'm struggling"
- Reflective practice embedded in CPD, not treated as a performance management tool

The parallel process is real: when staff feel unheard, blamed, unsupported or unsafe, they cannot model safety, warmth and regulation to pupils. Investing in staff wellbeing is investing in pupil outcomes.

7 The Thrive Approach

OMG uses the Thrive Approach as a core framework for understanding and supporting pupils' social and emotional development. Thrive is grounded in neuroscience and attachment theory and provides a structured way to assess where a pupil is in their social-emotional development, and to plan support accordingly.

7.1 How Thrive Works at OMG

- Every pupil receives a Thrive assessment, which identifies their current developmental needs and strengths.
- Thrive action plans are integrated into Individual Learning Plans (ILPs) or Behaviour Intervention Plans (BIP's), if needed and inform how staff work with each young person.
- The Thrive Practitioner works with class teams to interpret assessments, plan targeted activities, and track progress.
- Thrive informs not only individual support but also whole-class and whole-school approaches to wellbeing.

7.2 Thrive and the Daily Wellbeing Session

The school day begins with a wellbeing session for every pupil. This is not pastoral admin, it is an active opportunity for social and emotional learning. It provides:

- A consistent, safe start to the day
- Time for connection with trusted adults
- A structured opportunity to check in on regulation, mood, and readiness to learn

- Psychoeducation: helping young people understand their own brains, feelings and responses

Thrive data is recorded on the Thrive Online system and reviewed termly to track progress, identify needs and evaluate the impact of provision.

8 Responding to Dysregulation

Dysregulation is a nervous system state, not a choice, not defiance, not a deliberate attempt to disrupt. It is the body's response to perceived threat or overwhelm. It may present as:

- Aggression (physical or verbal)
- Withdrawal, shutdown or emotional collapse
- Refusal or disengagement
- High-energy, impulsive or hyperactive presentation
- Absconding or walking out

All of these are communications. Our first question is always: what is this young person's nervous system trying to tell us?

8.1 Inward and Outward Presentations

Outward (externalising) dysregulation	Inward (internalising) dysregulation
Lashing out, hitting, throwing	Freezing, shutting down, going silent
Shouting, screaming, verbal aggression	Hiding, withdrawing, leaving the room
Threatening staff or peers	Refusing all engagement
Destroying property	Dissociation or appearing 'absent'
Running, pacing, unable to settle	Self-directed distress

Both presentations require the same initial response: regulate, relate, and be curious. Inward presentations are easier to miss but equally important.

8.2 The Proactive Approach: Before Dysregulation

We are proactive, not reactive. The best response to dysregulation is preventing it. This means:

- Knowing each pupil's triggers and early warning signs (documented in their ILP, BIP or/and risk assessment)
- Monitoring the emotional temperature of the group and adjusting accordingly
- Building in sensory and movement breaks before they are needed
- Reducing demand during known points of stress (transitions, Mondays, post-holiday returns etc)
- Having a named plan for each pupil who is likely to become highly dysregulated

8.3 Early Signs: What to Notice

Noticing is the first principle of this policy. Early signs that a young person is moving towards dysregulation may include:

- Changes in body language or posture (tension, rocking, avoidance)
- Reduced verbal communication or shutting down
- Increased volume or agitation
- Requests to leave, or beginning to move
- Fixation on a particular topic or grievance
- Facial expression changes, flushing, or visible distress

At these early signs, the adult's response is to offer calm co-regulation: reduce demands, increase proximity (if helpful for that young person), use a quiet tone, and offer choices.

8.4 The Regulate–Relate–Reason–Repair Sequence

OMG follows the 4R model as the framework for responding to escalating distress. Staff are trained in this sequence and are expected to apply it consistently.

Step 1: REGULATE

- The adult regulates first. Take a breath. Notice your own state.
- Do not take it personally, even if it feels personal.
- Use a calm, level voice and open body language.
- Reduce environmental demands and stimulation where possible.
- If you are not regulated, step back and bring in another member of staff.

Step 2: RELATE

- Re-establish connection. Be present.
- Use the young person's name (calmly, not as a directive).
- Position yourself at their level — not looming or confrontational.
- Reflect back what you see: "I can see something's really hard right now."
- Offer choices where possible: "Do you want to stay here or come with me?"
- Bring in the trusted adult if needed and available.

Step 3: REASON

- Only once the young person is regulated, and the relationship is re-established.
- Engage their thinking brain gently: "Can we talk about what happened?"
- Use empathy, curiosity and non-judgemental language.
- Focus on understanding, not on allocating blame.
- Support them to identify what the experience was like for them.

Step 4: REPAIR

- Repair the relationship. The adult always initiates.
- Support the young person to repair any harm caused, in a developmentally appropriate way.
- Restorative approaches are used — not punitive consequences.
- Both the adult and the young person leave the interaction with dignity intact.
- Record the incident on Behaviour Smart. Review and update the ILP if needed.

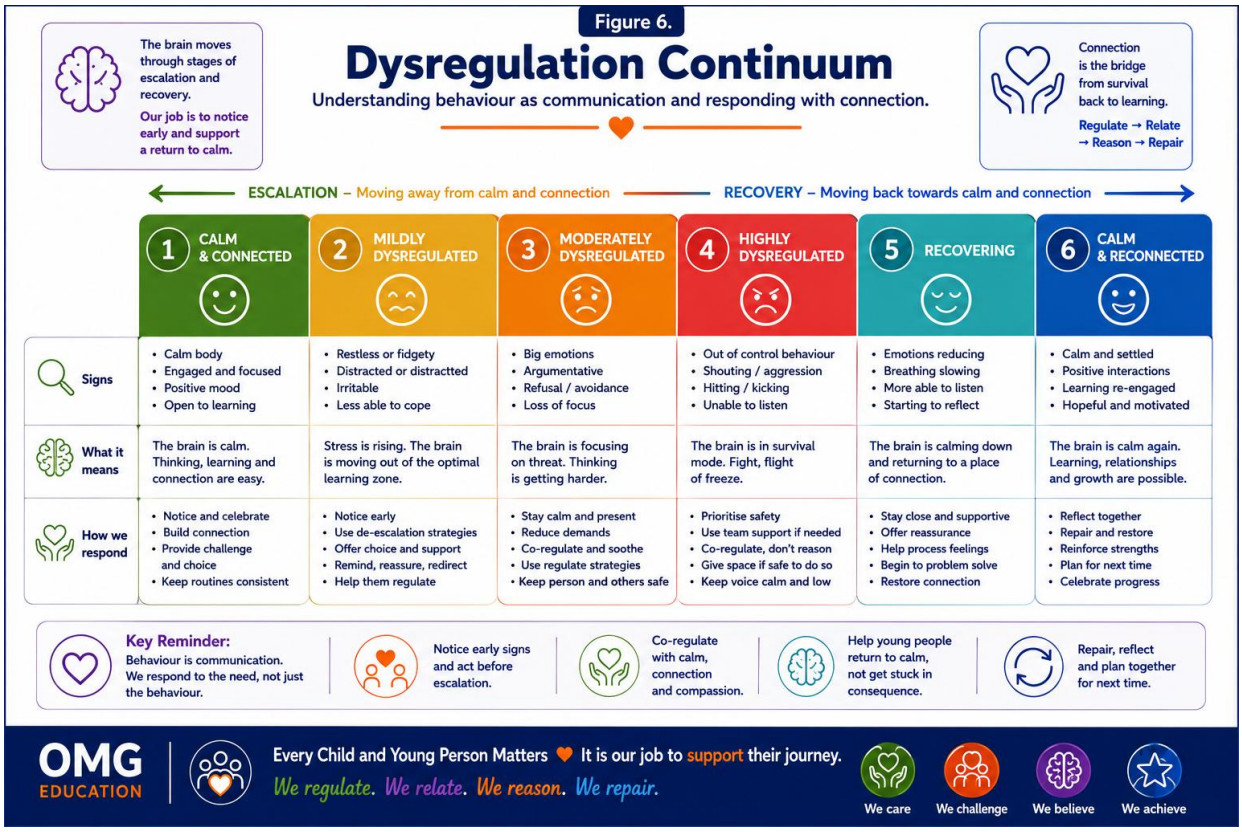
8.5 What We Offer When a Young Person Is Dysregulated

OMG actively invests in a range of co-regulation and support options available to staff and young people in the moment:

- Access to a safe space (sensory room, quiet corridor, named room)
- Trusted adult contact

- Sensory tools (agreed with the young person in advance)
- Movement break or physical activity
- Low-demand transition activity
- Breathing or grounding techniques (practised when regulated)
- A 'cooling time' conversation with a member of SLT who knows the young person

What we do not offer: isolation, removal to a space without adult presence, or the withdrawal of any support or relationship as a consequence.



9 The BASIC Model

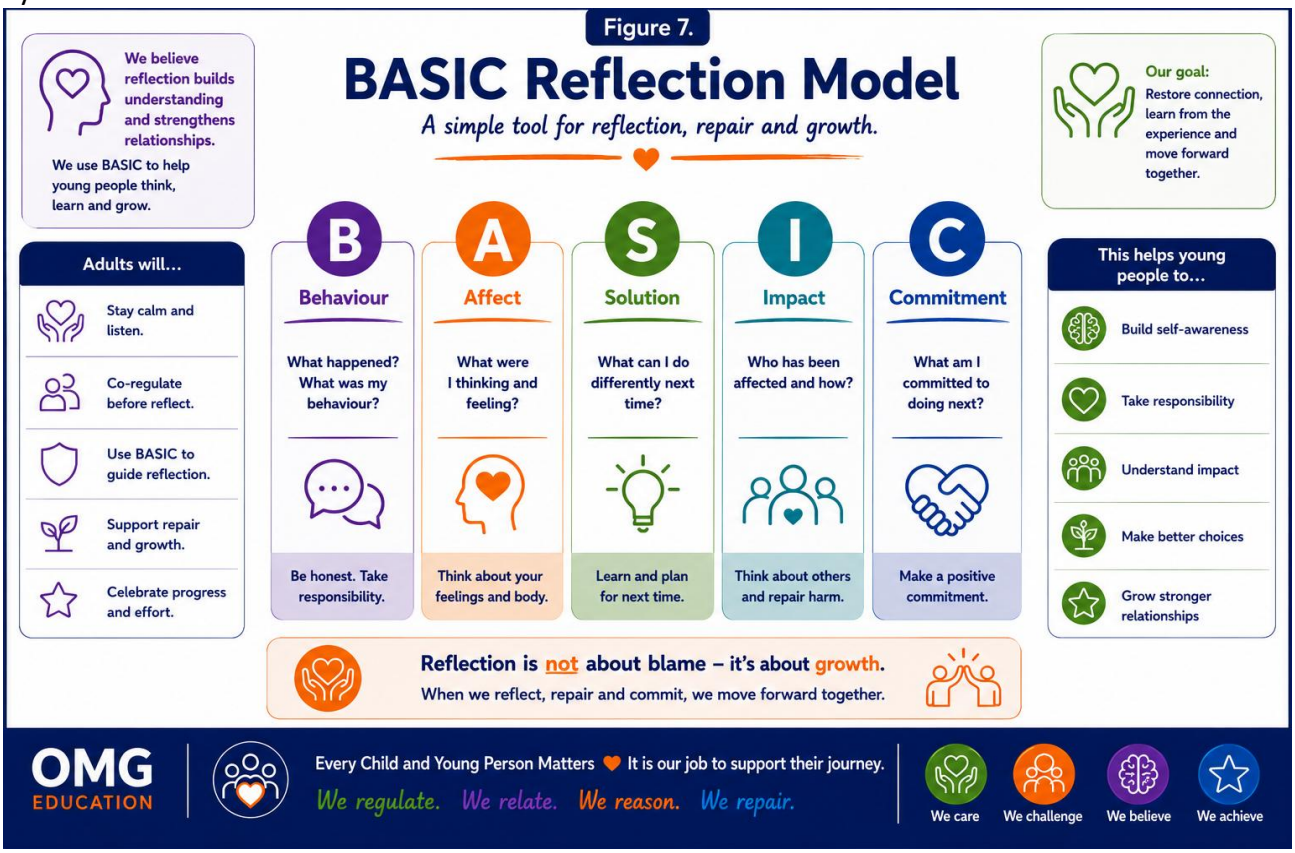
The BASIC model is OMG's core reflective and coaching framework, used for professional conversations, incident debriefs, and planning responses to distress. It runs through our teaching, coaching and behaviour practice.

BASIC stands for: Background, Aim, Strategy, Implementation, Commitment.

Letter	Stands for	In practice (behaviour context)
B	Background	What do we know about this young person? Their history, triggers, needs, what has worked before? What was happening before this incident?
A	Aim	What are we trying to achieve? Immediate safety? Longer-term trust? What outcome serves this young person best?
S	Strategy	What approach will we use? Which adult? What environment? What co-regulation tools? What does the ILP/BIP/Risk assessment say?

I	Implementation	How will we put this into practice right now, or for next time? Who does what? When? Who is the lead?
C	Commitment	What are we committing to? What will be reviewed? When will we check in? What support do staff need?

BASIC is used in teaching and learning coaching conversations, post-incident debriefs, safeguarding reflections, SEMH support planning, and when preparing for a pupil who is likely to find a particular session or day difficult.



10 Scripts and Scenario Guidance

These scenarios are working tools, not rigid scripts. They give staff a starting point and shared language. In every case, the adult's tone, body language, and relational warmth matter more than the exact words.

Key principles behind all scripts:

- Short, simple, low-demand language
- Acknowledge the emotion, not just the behaviour
- Offer choice where possible
- Avoid questions that demand justification when a young person is dysregulated
- Stay warm. Don't take it personally.

10.1 Scenario A: Dysregulation / Meltdown in Class

Scenario A — Dysregulation / Meltdown in Class	
What staff see	Pupil becomes distressed, may be shouting, knocking things over, unable to engage. Other pupils present.
Script	Keep voice low and calm. Don't match their energy. "[Name], I can see you're really struggling right now. I'm here." "You don't need to talk. Let's just take a moment." Quietly signal another adult to support the rest of the class. "Can we step outside together, or do you want me to give you some space here?" Do not demand an explanation. Do not issue instructions about behaviour.
After	Once regulated: use BASIC to debrief. Record on Behaviour Smart. Update ILP if needed. Repair the relationship before the next session.

10.2 Scenario B: Refusal to Engage / Shutdown

Scenario B — Refusal to Engage / Shutdown	
What staff see	Pupil goes silent, puts head down, leaves the task, refuses to respond. Appears to have disengaged completely.
Script	Do not press for engagement. Do not repeat instructions. Reduce demand completely: "You don't need to do anything right now." Offer low-demand presence: sit near (if tolerated), continue quietly. "I'm not going anywhere. Take the time you need." After a few minutes: "When you're ready, we can pick something easier to start with." If shutdown deepens, involve the trusted adult.
After	Do not mark this as defiance or non-participation without exploring the cause. Use BASIC to understand what triggered it and adjust planning.

10.3 Scenario C: Aggression Towards Staff or Peers

Scenario C — Aggression Towards Staff or Peers	
What staff see	Pupil has become physically or verbally aggressive. Risk of harm to self or others.
Script	Keep calm. Do not raise your voice or physically escalate. Create space: "I need you to step back. I'm going to step back too." Remove bystanders if possible without turning it into a spectacle. "I'm not here to fight with you. I want to help." If risk of harm: follow Positive Handling Policy and seek immediate support. Do not attempt to reason while aggression is active.

After	Debrief promptly with the member of staff involved. Use BASIC. Record fully on Behaviour Smart. Notify parents/carers. Post-incident support for both pupil and staff. Review risk assessment.

10.4 Scenario D: Walking Out / Absconding

Scenario D — Walking Out / Absconding	
What staff see	Pupil leaves the room or attempts to leave the building without permission.
Script	Do not chase or physically block — this escalates. Follow at a safe distance. "[Name], I'm going to walk with you. You're not in trouble." Stay calm, talk minimally, reduce demands. If leaving the building: immediately notify SLT and follow the absconding protocol (Safeguarding Policy). If within the building: give time and space while maintaining safe supervision. When regulated: "Can we find somewhere quiet to sit?"
After	Record on Behaviour Smart. Notify parents/carers (building exit). Review triggers and update risk assessment and ILP. BASIC debrief with staff involved.

11 Positive Recognition and Rewards

The most powerful reward at OMG is being genuinely noticed and valued by an adult who knows you. Positive recognition is not a bolted-on reward system; instead, it is woven into the relational culture of the school.

11.1 Descriptive Praise

Staff use specific, descriptive praise that names what the young person did and why it matters. This builds self-esteem, emotional vocabulary and self-awareness more effectively than generic praise.

Examples of descriptive praise:

- "I noticed how you took a breath before you responded — that's real self-awareness."
- "You came in today when it was hard. That took courage."
- "The way you helped [name] just now — that's exactly what this school is about."
- "You stayed in the room even when things felt difficult. I saw that."

11.2 The Soft Skills Matrix

Soft skills are skills we take for granted: time management, high effort, good participation, positive communication, teamwork, strong leadership, effective negotiation, conflict resolution; these are reviewed weekly in one-to-one mentoring using the Soft Skills Matrix and logged in a student's Personal Development Plan (PDP). Pupils actively assess their own progress with mentor support. This builds metacognition, self-efficacy and agency.

11.3 What We Celebrate

- Effort, not just outcome
- Progress from the pupil's own starting point
- Regulation breakthroughs (used a coping strategy, asked for help, returned after a rupture)
- Relational milestones (made a repair, supported a peer, trusted a new adult)
- Academic achievement, including small steps
- Attendance, punctuality and engagement

Staff communicate positive news to parents and carers proactively; building positive relationships with wider stakeholders is just as important, not only in response to concerns.



12 Non-Exclusion Policy and Exclusion as Absolute Last Resort

OMG operates a non-exclusion policy. Exclusion, whether fixed-term or permanent, is a last resort and will only ever be considered in the most exceptional of circumstances, where all other reasonable steps have been exhausted and the safety of the young person or others cannot be maintained by any other means. This is not a naive position. It is a principled one, rooted in the evidence that exclusion causes significant harm, disproportionately affects the most vulnerable young people, and does nothing to address the underlying need that is driving the behaviour. Many of our pupils are already the product of exclusion. We must not repeat that harm.

12.1 Before Any Exclusion Is Considered

The following steps must be documented and exhausted:

1. Full review of ILP, EHCP outcomes, Thrive assessment, MAPP data, BIPs, PDPs and risk assessments
2. BASIC debrief with all staff involved

3. Adjusted timetable, reduced timetable, or alternative curriculum offer explored
4. External agency referral or/and liaison if already involved(CAMHS, EP, LAC team, SEND caseworker)
5. Formal restorative process with all parties
6. Parent/carer meeting and collaborative plan
7. Referral to the proprietor and governance body for oversight

12.2 Managed Moves and Alternative Provision

Where a pupil's placement at OMG is no longer in their best interest, a planned managed move or alternative provision arrangement will be pursued in partnership with the young person, their family, and the commissioning authority. This is always managed collaboratively and with dignity for the young person. If a pupil has an EHCP, an annual review must take place for this to happen

12.3 Risk Assessments

Every pupil who presents with behaviours that carry a risk to themselves or others has a live, individualised risk assessment. This is a working document, reviewed after every significant incident and at least termly. It covers:

- Known triggers and early warning signs
- Proactive strategies to reduce risk
- Named adults and their roles in a crisis
- What co-regulation support looks like for this pupil
- Positive handling plan (if relevant — see Positive Handling Policy)
- Communication with parents, carers and external agencies

13 Positive Handling and Physical Intervention

Positive handling (physical intervention) is a safeguarding measure of absolute last resort. It is never used as a consequence, a sanction, or a means of enforcing compliance.
OMG follows its Positive Handling Policy, which operates within the legal framework of the DfE's Use of Reasonable Force guidance. Physical intervention is only used:

- To prevent injury to the young person or others
- To prevent serious damage to property where there is imminent risk of harm
- As the least restrictive option, for the minimum time necessary

All staff are trained in de-escalation, co-regulation and, where risk assessments indicate it is needed, positive handling techniques through an accredited training provider. Training is refreshed annually and after any significant incident.

Every physical intervention is:

- Recorded in full on Behaviour Smart on the same day
- Reported to parents or carers
- Reviewed by a member of SLT
- Followed by a pupil debrief and a staff debrief
- Reviewed within the risk assessment, ILP and BIP

The use of positive handling is monitored for frequency, patterns, and disproportionality. Any increase in use triggers a formal review.

14 Recording and the Behaviour Smart App

OMG uses the Behaviour Smart app as its primary recording system for incidents, positive behaviour, pastoral notes, and trends. Accurate recording is a professional responsibility and a safeguarding obligation.

14.1 What is Recorded

- All incidents of dysregulation, including context and response
- Any physical intervention
- Positive behaviour milestones and achievements
- BASIC debriefs following significant incidents
- Follow-up actions and outcomes

14.2 How Records Are Used

- To inform ILP updates and Thrive action plans
- To identify patterns and triggers across time
- To support annual reviews and EHCP processes
- To provide evidence for external agencies
- To monitor and challenge disproportionality
- To evaluate the effectiveness of support strategies

14.3 Quality and Consistency

Records must be factual, person-centred, and use the language of this policy (behaviour as communication, regulation, unmet need) rather than judgement or deficit language. SLT reviews records regularly as part of quality assurance.

15 Roles and Responsibilities

15.1 The Proprietor and Governance Body

- Approve and monitor this policy annually
- Ensure the school's culture reflects its stated values
- Hold the leadership team accountable for relational practice
- Monitor exclusion, restraint and disproportionality data
- Ensure sufficient resources for staff training and wellbeing

15.2 Senior Leadership Team

- Model relational practice at all times
- Ensure this policy is understood, embedded and lived across the school
- Review Behaviour Smart data regularly and act on patterns
- Lead on post-incident BASIC debriefs for serious incidents
- Ensure staff have access to supervision, coaching and support
- Maintain and review all risk assessments
- Communicate regularly with parents, carers and commissioners

15.3 Relationships and Personal Development (Behaviour) Lead

- Own and review this policy annually
- Lead on the Thrive Approach implementation
- Support staff with complex or recurring presentations
- Analyse patterns of dysregulation and proactively adjust provision
- Liaise with the Inclusion team and external agencies
- Lead staff training and CPD in relational practice

15.4 All Teaching and Support Staff

- Know every pupil in their care: their story, triggers, strengths, and ILP
- Apply the 4R model (Regulate, Relate, Reason, Repair) consistently
- Use BASIC for reflection and planning
- Record on Behaviour Smart accurately and promptly
- Participate in supervision, debrief and CPD
- Seek support when needed; model the help-seeking we want to see in our pupils

15.5 Young People

We hold high expectations of our pupils, appropriate to their developmental stage and SEND needs. We support them to:

- Develop their own emotional vocabulary and self-awareness
- Ask for help when they need it
- Understand that relationships at OMG survive difficulty
- Engage with repair processes when they are ready
- Have a voice in how support is designed for them

15.6 Parents and Carers

- Are partners in understanding and supporting their young person
- Are notified promptly of significant incidents
- Contribute to ILPs, Thrive assessments and annual reviews
- Are supported to understand the relational approach and how it works
- Are treated with the same warmth, dignity and respect as our pupils

16 Staff Wellbeing, Training and Reflective Practice

Working with young people with complex needs, trauma histories and significant SEND requires significant emotional and psychological investment. The school actively supports its staff to do this work sustainably.

16.1 Induction

All new staff receive induction training covering:

- The theoretical framework of this policy (trauma, attachment, neurodiversity, co-regulation)
- The 4R model and BASIC
- The Thrive Approach
- Behaviour Smart recording
- Safeguarding and positive handling (as appropriate to role)
- OMG's culture, values and non-negotiables

16.2 Ongoing CPD

CPD in relational practice is ongoing, not a one-off training event. It is embedded in:

- Reflective practice sessions and team meetings
- Coaching conversations using the BASIC model
- Post-incident debriefs
- Peer observation with coaching-style feedback
- The Thrive Practitioner network and training
- External CPD in trauma-informed practice, SEMH, autism and neuroaffirming approaches

16.3 Supervision and Debrief

All staff have access to:

- Regular structured supervision with their line manager
- Immediate debrief support following any significant incident
- Peer support and buddy systems
- A culture in which it is safe to acknowledge difficulty
- Wellbeing app

Supervision is not a performance management tool. It is a professional development and wellbeing resource. Staff are encouraged to use it.

17 Working with Families and Carers

Families and carers are essential partners. They hold knowledge about their young person that we need, and they carry the weight of supporting a young person with complex needs every day outside school.

Our approach to families mirrors our approach to pupils: warmth, respect, curiosity, and consistency. We assume positive intent. We understand that families may have had difficult experiences with schools and professionals. We work to build trust.

- Parents and carers are involved in ILPs, risk assessments and Thrive action plans
- All significant incidents are communicated directly and promptly
- Good news is communicated proactively, not just concerns
- Families are invited to contribute to annual reviews and transition planning
- Interpretation and communication support is provided where needed
- Families are supported to understand the relational approach and how to use it at home

18 Monitoring, Review and Quality Assurance

18.1 What We Monitor

- Behaviour Smart data: frequency, patterns, individuals, types of incident
- Positive handling data: frequency, review for proportionality
- Exclusion data (including informal exclusions, reduced timetables, or early collections)
- Thrive assessment progress across the school
- Staff training completion and CPD records
- Disproportionality: are the same young people, or groups of young people, always involved?

18.2 Review Cycle

This policy is reviewed annually by the Relationships and Personal Development (Behaviour) Lead and the Proprietor, with input from:

- Staff reflection and feedback
- Pupil voice (appropriately supported and interpreted)
- Parent and carer engagement
- Analysis of Behaviour Smart data
- Learning from incidents and near-misses

Any significant changes are communicated to all staff and relevant stakeholders. The adoption and next review dates are recorded on the cover of this document.

18.3 The OMG Self-Assessment Process

This policy is reviewed as part of the OMG Strategic Assurance Team's annual self-assessment cycle and updated in line with statutory changes, new guidance, and developments in the evidence base for trauma-informed and relational practice.

19 Equality, Equity and Anti-Bias

OMG is committed to an equitable approach to personal development and behaviour. The evidence is clear: exclusion, restraint, and SEMH labelling are not evenly distributed. Children who are Black, racially minoritised, care-experienced, neurodivergent, or living in poverty are disproportionately represented in negative behaviour data in educational settings.

This school will not allow that pattern to replicate itself here. We therefore:

- Monitor all behaviour and incident data for disproportionality
- Require decision-makers to actively check for bias before any significant intervention
- Ensure assessment tools and processes are culturally fair
- Train staff to recognise how their own lens, history and bias can affect their responses
- Challenge SEMH as a default label for unmet need or systemic failure
- Name and address inequity when we see it, without blame but with accountability

This commitment is not optional. It is integral to who we are and why OMG was set up.



20 Conclusion

This Relational and Personal Development Policy is a standing commitment to the founding truth of OMG: that every young person matters, and that the system, not the child's behaviour, must adapt to meet their needs. This policy moves beyond traditional compliance models to create a culture built on genuine investment in the young person's wellbeing and future.

The strength of this policy lies in the daily actions of our staff, who serve as the primary intervention through consistent co-regulation, curiosity, and care. We replace sanctions with repair, focusing on building emotional literacy and the vital skills of self-regulation through the 4R sequence (Regulate, Relate, Reason, Repair). Our non-negotiable standards demand that we prioritise safety, never withdraw relationship as a consequence, and actively monitor our practice for equity and anti-bias.

In adopting this framework, OMG commits to building people who understand social and emotional life, ensuring that for every pupil, their experience here is one of belonging, dignity, and unconditional positive regard.

21 References and Statutory Frameworks

The principles and practice set out in this policy are grounded in the following Theoretical and Practice Frameworks:

- Bruce Perry: The regulate–relate–reason–repair sequence
- Choice Theory (William Glasser)
- Social and Emotional Aspects of Learning (SEAL) curriculum principles
- The Thrive Approach