

Barlby Primary School

Emotions, Relationship and Behaviour Policy

Policy reviewed:	February 2025
Approved by:	FGB
Review date:	September 2025



Behaviour Policy

Rationale

This policy outlines Barby Primary School's approach to creating a positive, inclusive, and supportive educational environment. It emphasises three key areas: Social, Emotional, and Mental Health (SEMH), Special Educational Needs and Disabilities (SEND), and the management of unacceptable behaviour. Our aim is to balance support with discipline, ensuring that all students' needs are met fairly.

At Barby Primary School, the Governors, Headteacher, and staff believe that all children have the right to reach their potential while feeling safe and happy at school. We are committed to fostering a learning environment based on respect, integrity, honesty, and compassion. This atmosphere encourages students to build positive relationships with both staff and peers. Every lesson and interaction reflect our core values: Respect, Creativity, and Determination. We strive to cultivate a culture of respect through positive communication, high expectations, targeted praise, and consistent application of rewards and consequences.

By the time students leave Barby, they will be self-reflective, emotionally intelligent, and accountable for their actions while promoting respect for others. Our commitment to kindness, high expectations, and engaging learning experiences is grounded in mutual respect among all members of the school community.

Principles

<u>Principle</u>	<u>Rationale</u>
Relationships	Positive, respectful, kind relationships underpin all aspects of life at Barby. Staff foster relationships with their pupils that allow the children to know they are cared for and that they can and will achieve. Staff follow a Relational, Responsive, and Restorative approach.
Whole School Values	A strong set of values underpin all expectations for how everyone (staff, parents, pupils, and governors) conducts themselves in the school. These values are recognised in all contexts within the school and celebrated each week in assembly.
Optimistic Classroom	A clear set of expectations, positive rewards, and sanctions are in place for all teachers to draw upon and children to understand in the form of a class charter. The core principle of strong relationships and values underpin these expectations.
Mind Up	Pupils are taught explicitly about their emotions and how different areas of their brains can help them when they experience big feelings. They learn to understand how feelings can impact behaviour and how to manage situations mindfully.
Early Intervention	A proactive approach ensures early intervention is in place for children who are demonstrating behaviours outside of typical child development. This allows for external agencies to be utilised when needs arise. The success of this is based on supporting children with their wellbeing and learning behaviour from the very first time needs arise.

Whole School Values

Vision Statement: Our shared goal is to continue evolving as passionate and creative learners, taking incremental steps to strengthen our community.

Motto: Learning together, hand in hand, to be the best we can be.

We advocate three core values in our school: Respect, Determination, and Creativity. These values are celebrated each week during achievement assemblies and integrated into all aspects of school life. Our aim is for students to embrace our motto and apply its meaning in their daily experiences.

Optimistic Classroom

We are committed to creating optimistic classrooms where every child feels valued and supported. This involves recognising individual needs and providing tailored support. Our teachers are trained to identify and respond effectively to SEMH and SEND needs, ensuring that all students thrive.



Class Charter Aligned with Mind Up

At the beginning of the school year, each class collaborates to create a charter that outlines their expectations. These charters should:

- Be developed jointly by all adults and students in the classroom, clearly outlining everyone's rights and responsibilities.
- Be expressed in a positive manner, reflecting the principles of Mind Up, including mindful behaviour.
- Be designed in a clear and visual way to ensure all students can easily understand them.
- Be displayed prominently in the classroom and referenced throughout the day.
- Be reviewed regularly to address the evolving needs of the children as the year progresses.

Positive Rewards

- Students have the opportunity to receive Certificates of Achievement related to the Whole School Values, which are celebrated at the weekly Achievement Assembly.
- Each half term, one student from each class who exemplifies the three Whole School Values will be honoured with a personalised message and a special prize from the Heads of School to take home.
- The Heads of School encourage staff to nominate students for recognition of remarkable achievements and exemplary behaviour, resulting in those students receiving Headteacher Award stickers.

Circle Time

All classes incorporate Circle Time as a method for promoting positive emotions, relationships, and behaviour. It should be clearly modelled, with expectations set at the beginning of the year, to ensure these sessions are meaningful and effective as the class evolves together.

Circle Time can include various games and opportunities for students to interact positively in a safe, non-judgmental environment. It also serves as a platform for discussing topics related to emotions, relationships, and behaviour, enabling the class to devise strategies for improvement. Circle Time can be conducted flexibly and does not require a fixed schedule, following a Relational, Responsive, and Restorative approach.

Staff Responsibility

All staff members at Barlby share the responsibility of managing emotions, relationships, and behaviour. We take our duties under the Equality Act 2010 seriously, ensuring we eliminate discrimination, promote equal opportunities, and foster positive relations and high self-esteem for all.

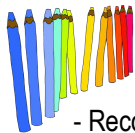
Staff must understand each child's unique needs and potential triggers for behaviour, which may arise from home. Consistent consequences for repeated unacceptable behaviour will be communicated clearly to parents and children, determined collaboratively by the Senior Leadership Team (SLT), Special Educational Needs Coordinator (SENCo), and Mental Health Lead. Our supportive approach prioritises the dignity and self-esteem of each child while making clear that actions have consequences.

Barlby is committed to a non-shouting policy, as raising one's voice does not model appropriate behaviour and can escalate situations. Staff members are expected to follow a Relational, Responsive, and Restorative approach. Consequences are implemented in a dignified and timely manner, followed by positive reinforcement and constructive next steps.

Children will inevitably make mistakes and occasionally stray from our values. As educators, we focus on using these moments as opportunities for learning, demonstrating care, and showing children they are more than their actions. Our priority is to maintain a safe environment where students are educated in our values and routines.

Staff will:

- Serve as positive role models for emotions, relationships, and behaviour.
- Build mutually respectful relationships with everyone at school.



- Recognise the interconnectedness of emotions, relationships, and behaviour.
- Encourage children to consider the impact of their actions on others.
- Clearly express high expectations in optimistic classrooms.
- Employ effective strategies for restorative practices and adopt a 'fresh start' approach.
- Log all incidents using CPOMS and inform parents when necessary.
- Directly refer students to the Headteacher or a Deputy Headteacher in specific circumstances.

Everyday Behaviour Guidelines

To promote positive behaviour at Barlby Primary School, we have established the following guidelines:

- **Toilet Pass System:** All students must carry a toilet pass while moving around the school, including during breaks. Staff will challenge those without passes.
- **Corridor Conduct:** Students should walk silently in hallways and stairways, adhering to the rule of walking on the right side.
- **Classroom Entry/Exit:** Students should enter and exit classrooms quietly and in an orderly manner, respecting ongoing lessons.
- **Reflection Room:** Students who receive a red card for unacceptable behaviour in the playground will be sent to the Reflection Room to complete a reflection sheet with a staff member before returning to break.
- **Recognition of Learners:** We celebrate students in achievement assemblies for demonstrating our values and provide positive feedback in class, notifying parents and caregivers.
- **Peer Support:** Encourage students to help their peers adhere to school rules and foster a positive environment.
- **Circle Time:** Regular sessions to discuss feelings, resolve conflicts, and reinforce positive behaviour.
- **Consistent Routines:** Establish clear, consistent routines for daily activities, including lining up for assemblies and transitioning between lessons.
- **Restorative Conversations:** Teachers will engage in restorative conversations with students exhibiting challenging behaviour to understand underlying causes and develop improvement plans.
- **Respectful Communication:** Foster an environment where students communicate respectfully, using polite language and active listening.
- **Junior Leadership Team:** Engage the Junior Leadership Team in promoting school values and supporting peers in behaviour initiatives.
- **School Council:** The School Council plays a pivotal role in promoting our values and involving students in shaping the school's culture, giving them ownership and a sense of responsibility.

De-escalation Strategies

In instances of challenging behaviour, staff members are required to employ de-escalation techniques to effectively defuse the situation. These techniques include:

- Maintaining a calm demeanour and using a low, modulated tone of voice.
- Using simple and direct language for clarity.
- Avoiding a defensive stance, especially if confronted with insults.
- Providing adequate personal space for the pupil.
- Demonstrating open body language, avoiding closed gestures such as crossed arms.
- Offering reassurance and establishing a clear, positive outcome goal.
- Identifying points of agreement to build rapport and understanding.



- Offering the pupil an exit from the confrontation, such as indicating that ceasing the behaviour will result in reduced consequences.
- Rephrasing negative requests into positive statements, e.g., "If you return to your seat, I can help you with your work," rather than "If you don't return to your seat, I won't help you with your work."
- Allowing for an adult to follow through on the de-escalation will help the pupil with their process. Too many adults or a change of adults could further dysregulate the pupil.

SEMH Tailored Support

For students with SEMH needs, we offer:

- Individualised plans developed in consultation with parents and specialists.
- Access to counselling and mental health services.
- Classroom strategies that promote emotional well-being and resilience. We aim to create a nurturing environment that addresses the emotional and mental health needs of our students, ensuring they feel safe and supported.

SEND Tailored Support

For students with SEND, we provide:

- Personalised learning plans tailored to each student's specific needs.
- Additional support from teaching assistants and specialist staff.
- Regular reviews of progress involving parents and relevant professionals. We strive to ensure that SEND students receive the necessary support to achieve their full potential, fostering an inclusive learning environment.

Pupils with social and emotional difficulties may have specific targets within their Individual Education Plans (IEPs) or Education, Health and Care Plans (EHCPs) linked to emotional regulation and behaviour support strategies. All staff should be aware of these targets and consistently implement them.

Support for Neurotypical Learners

- Education and Awareness: Implement educational discussions to explain neurodiversity, helping neurotypical children understand the different support needs of their peers.
- Empathy Training: Activities that promote empathy and understanding, encouraging neurotypical children to support their neurodiverse peers.
- Circle Time: Facilitating sessions where students can discuss their experiences and feelings, guided by a teacher.
- Worry Box: A discreet place for children to share their frustrations and worries with a member of staff.

Autism Specific Behaviour Policy

Please refer to Appendix '1'

At Barby Primary School, we recognise that our autistic children will need different behaviour management strategies and supports to the mainstream population. We recognise that the school's behaviour management system may not be appropriate for the autistic cohort given the nature of autism itself.

The aims of the *Autism Specific Behaviour Policy* appendix to the Behaviour Policy are:

- To develop practice which promotes a difference, not deficit, approach to the behaviour of autistic children.



- To recognise that autism is a risk marker for behaviour staff may find challenging due to the interaction between communication differences, environmental factors, sensory processing and developmental stages which can impact autistic children
- To ensure that staff understand behaviour as attempts to communicate and/or are the result of sensory processing differences or sensory overload
- To support our autistic children to manage their feelings and emotionally self-regulate at a developmentally-appropriate level.

Steps for Managing Behaviour

- Initial Intervention: Staff should address minor behavioural issues promptly and respectfully, using positive reinforcement and clear communication.
- Behaviour Triggers: For repeated or serious behaviour issues, students are sent to the Headteacher or Deputy Headteacher immediately.
- Restorative Approaches: Where appropriate, restorative approaches are used to resolve conflicts and repair relationships.
- Parental Involvement: Parents are informed and involved in developing strategies to address ongoing behavioural issues.

Safer Handling

Safe Handling

At Barlby Primary School, we recognise that every child is entitled to;

- Respect for his/her/their private life
- The right not to be subjected to inhuman or degrading treatment
- The right to liberty and security
- The right not to be discriminated against in his/her their enjoyment of those rights

(Human Rights Act 1998 and The United Nations Convention on the Rights of the Child, ratified 1991).

Key staff at Barlby Primary School have attended TEAM TEACH training in January 25 which emphasises the need to use pro-active, de-escalation strategies to manage extreme behaviour. TEAM TEACH presumes that all behaviour is an attempt to communicate something or to get a need met and is a reminder to staff to pro-actively interpret the functions of specific behaviours.

Restrictive Physical Intervention, such as TEAM TEACH, involves the use of physical support to direct a pupil's behaviour and can mean using bodily contact, protective wear or changes to a person's environment eg. holding a pupil's hand to prevent them from hitting themselves or another person.

The use of physical intervention should only be used to prevent;

- Self-harming
- Injury to others
- Severe damage to property that is likely to cause harm to the pupil or others

In short, physical intervention is only used to prevent a pupil from harming themselves or others and it is only ever used as a last resort.

The use of TEAM TEACH physical interventions must be:

- Reasonable



- Proportionate
- Necessary

It is important to remember that;

- Only a minimum amount of physical support must be used- that is the minimum amount needed to avert danger and this should be applied for the shortest period of time.
- The risks of using physical intervention are judged to be lower than the risks of not doing so.
- Physical intervention is an exception rather than a routine method of management.
- After a physical incident, staff may need take a break to regulate themselves and process what has happened.
- After an incident, adults will need to make time to repair and restore the relationship with the child.
- The Head teacher and governors expect all staff employed in the school to act as responsible adults and act to keep children safe whether they have already received TEAM TEACH training or not.
- The school will provide training annually with TEAM TEACH refresher training bi-annually.

CPOMS must be used to log any physical intervention and parents must be informed immediately after the incident.

Incidents logged on CPOMS must include the TEAM TEACH physical intervention that was used and why it was used, the duration, and the result such as how the child eventually regulated. CPOMS must document how and when parents were informed.

For support with understanding and supporting behaviour, all staff are encouraged to seek guidance from the Head of School, SENCO and SLT.

Behaviours Not Tolerated at Barlby

Barlby Primary School has a zero-tolerance policy towards:

- Racism.
- Homophobia.
- Sexism
- Bullying.
- Violence.
- Extremist prejudiced language
- Any form of discrimination.

Serious Inappropriate Behaviours

- Repeated breaches of school expectations, including failure to follow adult instructions.
- Any form of bullying.
- Vandalism.
- Theft.
- Smoking or vaping.
- Leaving or attempting to leave the school premises.
- Racist, sexist, homophobic, or discriminatory behaviour (including on the basis of faith/religion) or assault.



- Aggressive language or swearing.
- Malicious allegations against staff or pupils.
- Possession of prohibited items, including but not limited to:
 - o Knives or weapons.
 - o Alcohol.
 - o Illegal drugs.
 - o Stolen items.
 - o Tobacco and cigarette papers.
 - o Fireworks.
 - o Any item that a staff member reasonably suspects has been or is likely to be used to commit an offence or cause injury or damage.

Further Sanctions

Barlby maintains a zero-tolerance policy towards any form of racist, sexist, homophobic, or discriminatory behaviour and language, as well as towards violence. Such behaviour may result in:

- Immediate referral to the Headteacher or SLT.
- Logging of the incident and reporting to the Governors.
- Involvement of parents in addressing the behaviour.
- Possible internal exclusion where Class Teacher and SLT feel is appropriate.
- Possible fixed term suspension for repeated or severe incidents.

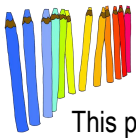
CPOMS

The purpose of logging behaviour incidents on CPOMS is to continuously track children's needs to support ongoing interventions. Both positive and negative behaviours should be recorded by all staff. Any behaviour addressed by SLT should also be logged.

All negative CPOMS will be logged according to the correct category e.g. racist incident, physical bullying or homophobic incident. This will help build a picture of the school's attitude towards behaviour. It will also enable staff and parents to see if there is a pattern with particular pupils displaying such behaviour.

Key Messages in Barlby's Behaviour Policy

- Above all, we create a happy and safe environment.
- Our school values underpin everything we do.
- Everyone is responsible for fostering mutually respectful relationships.
- Staff serve as models of emotions, relationships, and behaviour.
- Staff understand how children's emotions connect to behaviour.
- Staff do not shout at children or publicly shame them.
- Consistency is key; every child is every staff member's responsibility.
- Clear sanctions will be enforced upon those who exhibit inappropriate behaviour.
- We seek support when necessary.



This policy ensures that Barby Primary School remains a place where all students feel safe, respected, and able to achieve their full potential. Through tailored support and consistent application of rules, we foster an environment conducive to learning and personal growth.



Appendix '1'

Autism Specific Behaviour Policy

Aims

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- To support our autistic children to manage their feelings and emotionally self-regulate at a developmentally-appropriate level.

Understanding Autism

At Barlby Primary School we understand that autism is a neurobiological difference which affects a child's:

- Social Communication and Social Understanding
- Emotional Regulation
- Flexibility of Thinking
- Sensory Processing

As a result, we recognise that a diagnosis of Autism is a risk marker for unconventional behaviour or behaviour that staff may find challenging. As such, staff need to understand and be equipped with the knowledge and skill to support autistic children with regards to their emotional regulation.

At Barlby Primary School the SCERTS educational approach which prioritises Social Communication, Emotional Regulation and Transactional Support (Prizant, Wetherby, Rubin, Laurent and Rydell, 2006) is used to underpin the staff's autism understanding and practice. Regular training in understanding, managing and supporting autistic children is regularly provided on a weekly basis to educational staff.

Emotional Regulation Support Plans and Targets

Autistic Pupils have clear targets for Self and Mutual Regulation in their Individual Learning Plans, which are written and reviewed on a termly basis in collaboration with parents for their children.

Individual Emotional Regulation Support plans and EHC plan targets should be addressed by all staff when supporting these children. A member of the SEN team will share special needs and specific strategies for supporting Emotional Regulation with all staff where appropriate to ensure a consistent approach.



The Language we use:

At Barlby Primary School, we take a difference not deficit approach to understanding autism. We know that language shapes our understanding and we want to create an environment in which attitudes to autism are positive. As a result, staff are expected to use positive, neuro-affirmative language when discussing autistic children or relaying specific incidents.

Some changes to language include using:

- Difference rather than disorder
- Dysregulated rather than meltdown / challenging behaviour
- Pre-verbal rather than non-verbal
- Unconventional behaviour rather than challenging behaviour
- Enthusiastic rather than obsessed
- Autistic / Autism rather than Autism Spectrum Disorder / Condition

Staff ensure that they do not 'talk over' autistic children to tell another member of staff about a challenging incident which may have occurred.

We Listen:

Central to good practice at Barlby Primary School is that we 'listen' to behaviours in order to understand what an individual is trying to tell us or show us either through speech, gestures or other behaviours, which may at times be challenging. We recognise that autistic children are not inherently challenging, but that some behaviours may challenge us. Taking a pro-active, listening approach, we can pre-empt and de-escalate unconventional behaviours. This involves:

Modifications to the Environment:

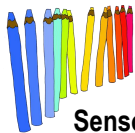
- The child knows what is happening through individualised visuals.
- The child can opt-out or take a break as needed.
- Classrooms are clutter free.
- Staff use calm, quiet voices.
- Children can use alternative work spaces.
- Sensory items such as ear defenders are available.
- The child's developmental stage informs adult interaction

Promoting Communication:

- A total Communication Approach is used at all times
- Individualised communication supports such as objects of reference, visuals, now and next, communication books, AAC, core boards, photos, symbols are in continual use.
- Staff support intensive interaction to develop social connectedness.
- Speech and Language Therapists advise on adaptations and communication supports.

Promoting Emotional Regulation:

- Visuals are used to pre-empt any upcoming changes such as trips or special events.
- Sensory Diets are embedded into the daily routine with a focus on Alerting, Organising and Calming activities.
- Sensory / movement spaces are scheduled for students on a daily basis.
- Transactional supports are used to support regulation.



Sensory Processing Differences:

- We respect that some children process information differently.
- There are regular physical activity breaks or relaxation times.
- We offer alternatives to undesirable or unsafe behaviours based on advice from the Occupational Therapists.
- Children have access to Sensory Circuits and movement / sensory spaces
- Specific equipment such as ear defenders, chewies, weighted blankets, peanut therapy balls, wobble boards and fidgets are in daily use.

Responding to incidents:

When an incident occurs, staff are expected to follow the child's individual regulation support plan which outlines the supports and strategies the child needs. Sanctions should not be given without first referring to the SENCO.

When an incident occurs, staff are expected to respond, not react.

- Stay calm and use a calm voice.
- Only one adult talking to the child at a time.
- Keep their own reactions to a minimum.
- Stay 'Stop' rather than 'No.'
- Use visuals to reinforce what's happening.
- Adults can offer silent support to one another.
- Use minimal verbal language to reduce sensory load.
- Adhere to school's policy on safe handling.
- Once the child is regulated, the incident is over and all move on.
- Log the incident on CPOMS.

Natural Consequences

At Barby Primary School, we recognise that punitive sanctions do little to support the communicative and emotional development and understanding of autistic children (Prizant et al, 2015). Instead, the development of Social Communication and Emotional Regulation capacities are prioritised.

Conventional, mutually-agreeable behaviours are celebrated and reinforced through praise. Natural consequences may be used in the moment to teach expected and desired behaviours. Proactive strategies such as visuals, social stories, movement breaks, Zones of Regulation check-ins or offering student's an out of an activity are used to directly teach expected and mutually-agreeable behaviours. Staff use CPOMS to record incidents and follow-up actions.

Safe Handling

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