



Behaviour, Relationships and Regulation Policy

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Policy Level	School
Policy Author / Reviewer	Stephen Doughty – Deputy Headteacher
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Staff Groups Affected	All Staff

1. Our Philosophy and Purpose

At Bletchley Park School, we believe that every student deserves to feel safe, understood, respected and valued.

We recognise that behaviour is a form of communication, influenced by individual needs, emotional experiences, sensory processing, communication differences, relationships and the environment.

Our approach is founded on the belief that positive relationships, emotional safety and a supportive environment create the conditions in which pupils can regulate, engage, learn and develop.

We do not seek to secure compliance through control, coercion, fear or punishment. Instead, we prioritise connection, co-regulation, understanding and the development of meaningful skills that support independence and quality of life.

We recognise that many students experience difficulties communicating their needs, understanding expectations, processing information or regulating their emotions. These difficulties may become more pronounced when students experience uncertainty, distress, sensory overload or changes in familiar routines.

Our responsibility as adults is to recognise these needs and respond in ways that reduce distress, maintain dignity and promote emotional safety.

We believe that behaviour support should not be defined solely by how adults respond when difficulties arise, but by what we do every day to create environments and relationships that reduce the likelihood of distress.

Our guiding principle is that we do not expect students to earn our support through their behaviour. Our support provides the foundation from which students can thrive.

This policy establishes the expectations, responsibilities and procedures through which our philosophy is implemented consistently across the school.

2. Our Commitment to Every Student

Every student at Bletchley Park School should expect that the adults supporting them will:

Understand me. Take time to understand my communication, sensory experiences, strengths, preferences, relationships and individual needs.

Connect with me. Develop positive, trusting relationships that provide reassurance, security and a sense of belonging.

Create safety for me. Provide predictable, supportive environments that recognise and respond to my emotional and sensory needs.

Listen to me. Recognise my communication in all its forms, including when I am unable to communicate through speech.

Support my regulation. Recognise when I am struggling and provide the support I need rather than expecting me to manage independently before I am ready.

Respond calmly. Remain patient, measured and supportive when I experience distress or dysregulation.

Protect my dignity. Treat me respectfully, including moments when my behaviour presents challenges or risks.

Help me recover. Allow time and support for emotional recovery, reconnection and reflection without blame or shame.

Learn alongside me. Reflect on what happened, understand what I may have been communicating and adapt support to improve my future experiences.

These commitments apply to every student, regardless of age, communication ability, developmental stage or complexity of need.

3. Our Nine Guiding Principles

3.1 Connection Before Correction

Positive relationships are the foundation of effective regulation support.

Staff must prioritise connection, trust and emotional safety before attempting to correct behaviour or reinforce expectations.

Relationships must remain consistent and unconditional, particularly when students experience distress.

Adults should invest time in understanding students, recognizing their interests, responding to communication and establishing positive shared experiences.

When difficulties arise, staff must consider how their responses may strengthen or weaken the relationship.

3.2 Low-Arousal Response

We recognise that adult communication, emotional presentation and physical responses can influence a student's level of distress.

Staff are expected to remain calm, measured and predictable, particularly during challenging situations.

This includes using appropriate tone, pace, language, proximity and body positioning.

Adults should reduce unnecessary verbal communication, avoid confrontation and adjust demands when a student's ability to process information is reduced.

Low-arousal practice does not mean the absence of boundaries. It means maintaining appropriate expectations and safety through supportive respectful and proportionate responses.

3.3 Behaviour as Communication

Behaviour may communicate an unmet need, emotional experience, sensory difficulty, preference or inability to manage a particular situation.

Staff must approach behaviour with professional curiosity rather than assumptions about intention.

Adults should consider what has happened before, during and after an incident, including environmental conditions, communication difficulties, physical wellbeing, relationships and expectations.

Understanding behaviour enables adults to identify preventative strategies and provide more effective support.

3.4 Trauma-Informed Practice

Our approach recognises that past experiences, perceived threats, uncertainty and vulnerability may influence how students respond to their Individualised expectations.

Staff must promote emotional and physical safety through predictable relationships, supportive communication, appropriate choices and Individualised expectations.

The school does not use punitive sanctions, isolation booths, humiliation or the deliberate withdrawal of care and connection as responses to behaviour.

Students must not be denied basic needs or appropriate access to education as punishment.

Staff must recognise that experiences which appear ordinary to others may be distressing or overwhelming for individual.

3.5 Therapeutic and Personalised Support

Every Student receives support that reflects their individual profile, experiences and needs.

Support is informed by the student's Regulation and Support Plan (RSP), Individual Risk Assessment (IRA), Education, Health and Care Plan (EHCP) and relevant professional advice.

Teaching, pastoral and multidisciplinary colleagues work collaboratively to understand students and develop practical strategies that can be implemented consistently.

Personalised support must be responsive to changes in presentation, circumstances and emerging needs.

3.6 Emotional Regulation and Co-Regulation

We recognise that emotional regulation develops through supportive relationships, individual experiences, appropriate teaching and repeated opportunities to practice skills.

Co-regulation is central to our approach.

Staff use their own emotional regulation, communication, presence and understanding of the student to provide reassurance and support during periods of distress.

Adults must recognise that a student's ability to regulate may vary according to circumstances, even when they have previously demonstrated particular skills.

Regulation support must be individualised and may include environmental adjustments, reduced demands, movement, sensory activities, familiar relationships or adapted communication.

3.7 Repair and Reflect

Following dysregulation, our priority is recovery, reconnection and learning.

Students must not be required to apologise, explain their behaviour or participate in restorative conversations before they are emotionally ready.

Where appropriate, adults should support reflection through accessible communication, play, shared activities, visual resources or conversation.

Staff must also reflect on their own responses and consider whether adjustments to practice, expectations or the environment could improve future experiences.

Reflection is a shared responsibility and should place the burden for change solely upon the student.

3.8 Consistency and Predictability

Consistent adult responses, predictable routines and accessible communication contribute to emotional safety.

Staff must understand and follow each student's individualised support arrangements.

Visual schedules, now-and-next resources, transition preparation and other communication systems should be used where appropriate.

Consistency does not mean that all students receive identical support. It means that each student experiences a reliable, individualised approach from the adults around them.

3.9 Staff Wellbeing and Reflective Practice

We recognise that supporting students with complex regulation, communication and emotional needs can be demanding.

Staff must understand and follow each student's individualised support arrangements.

Leaders will promote opportunities for professional reflection, guidance, supervision, training and support following significant incidents.

Staff should feel able to seek assistance, acknowledge when strategies are ineffective and contribute openly to improving practice.

Reflective practice should focus on understanding, learning and improvement rather than unnecessary blame.

4. Creating the Conditions for Regulation

Our primary approach is preventative.

We recognise that the physical environment, relationships, communication and expectations placed upon students can influence their ability to remain regulated.

All adults share responsibility for creating conditions that promote emotional safety and meaningful engagement.

4.1 Supportive Environments

Learning environments should be calm, organized, predictable and responsive to students' sensory needs.

Staff must consider factors including noise, lighting, visual stimulation, personal space, movement and opportunities for sensory regulation.

Environmental adjustments should be made where reasonably practicable to reduce avoidable distress and improve access to learning.

4.2 Communication and Understanding

Every student must have meaningful opportunities to communicate their needs, preferences, discomfort and choices.

Staff must understand each student's preferred communication methods and provide appropriate support.

Communication may include speech, gestures, facial expressions, behaviour, objects of reference, symbols, visual systems or augmentative and alternative communication.

Adults must provide appropriate processing time and avoid overwhelming students with excessive language or repeated instructions.

4.3 Expectations and Demands

Staff must ensure that expectations are appropriate to the student's developmental understanding, emotional state and individual capacity.

Where a student demonstrates signs of distress, adults should consider whether demands can be adapted, delayed, reduced or removed without compromising essential safety.

Staff must distinguish between situations where immediate action is necessary to maintain safety and situations where flexibility can prevent escalation.

The purpose of adapting expectations is to promote participation and learning not to remove opportunities for development.

4.4 Transitions and Unstructured Times

Staff must recognise that arrival, transitions, changes to routine, lunchtime, unstructured periods and the end of the school day may create additional demands.

Individual Regulation and Support Plans (RSP) should identify relevant difficulties and establish appropriate adult responses.

Support may include preparation, visual communication, familiar routines, environmental adjustments and opportunities for regulation before returning to learning.

5. Individualised Planning and Risk Management

Every student at Bletchley Park School has two core documents supporting individualised practice:

- A Regulation and Support Plan.
- An Individual Risk Assessment (IRA).

These documents work together to ensure that students receive consistent, preventative and personalized support while foreseeable risks are appropriately identified and managed.

5.1 Regulation and Support Plan

The **Regulation and Support Plan (Integrated Behaviour, Regulation and MDT Plan)** provides a shared, multidisciplinary understanding of how the student experiences the world and how adults can support emotional regulation, communication, safety and engagement.

It replaces separate behaviour plans and MDT one-page profiles, bringing relevant information together within a single practical document.

The plan includes:

Regulation Snapshot

An accessible overview of communication, early indicators of distress, possible underlying needs, effective support, responses to avoid and essential safety considerations.

Who I Am and How the World Feels to Me

An understanding of the student's relationships, interests, strengths, sensory experiences, communication and processing needs.

Supporting Regulation Across the School Day

Individualised strategies for arrival, transitions, unstructured periods and other times when additional support may be required.

Early Signs of Stress and Dysregulation

The student's typical presentation when regulated, early indicators of distress and signs that regulation has been lost.

What This Is Communicating

Consideration of potential unmet needs, recurring difficulties and environmental or relational factors influencing behaviour.

What Helps Most: Co-Regulation Strategies

Specific adult responses, communication approaches, regulation supports and actions that should be avoided.

Adult Support and Response by Stage

Clear expectations for preventative support, responses during dysregulation and recovery, repair and reflection.

Developing Regulation Over Time

The skills, independence and participation the student is working towards and how adult support may be adapted as these develop.

Plans must be developed and reviewed collaboratively by relevant teaching, pastoral and multidisciplinary colleagues, incorporating family knowledge and student voice wherever possible.

All staff supporting a student must understand and implement their Regulation and Support Plan.

5.2 Individual Risk Assessment

Every student has an Individual Risk Assessment identifying foreseeable risks and the measures required to maintain safety.

The IRA should consider risks associated with the student's individual presentation, activities, environments and support needs.

Risk management should enable students to access meaningful experiences and opportunities wherever safely possible, rather than unnecessarily restricting participation.

The IRA must complement the Regulation and Support Plan, with both documents reflecting a consistent understanding of the student.

5.3 Review and Updating

Regulation and Support Plans and IRAs must be reviewed in accordance with school and organisational review arrangements, including any mandatory minimum review frequency.

They must also be reviewed following significant incidents, changes in presentation, emerging risks or relevant professional guidance.

Reviews must consider whether current strategies remain effective, proportionate and appropriate.

Where significant changes are made, relevant staff must be informed promptly.

6. Responding to Distress and Dysregulation

Our approach follows a graduated response based on the student's individual needs and presentation.

Staff must use the strategies identified within the Regulation and Support Plan and IRA.

6.1 Recognise and Prevent

Adults are expected to recognise early indicators of distress and respond proactively.

Staff should consider environmental adjustments, changes to demands, communication support, reassurance and opportunities for regulation.

The aim is to prevent avoidable escalation by responding to emerging needs.

6.2 Support and Co-Regulate

When distress increases, adults must prioritise emotional safety.

Staff should remain calm, reduce unnecessary language, provide appropriate space and use the student's identified co-regulation strategies.

Adults must avoid confrontation, threats, repeated demands or attempts to reason with a student who is unable to process the interaction.

Additional support should be requested where necessary.

6.3 Maintain Safety

Where behaviour presents a risk of harm, staff must prioritise the immediate safety and dignity of everyone involved.

Responses must be lawful, necessary, proportionate and consistent with individual risk assessments, approved training and organisational procedures.

Staff must use the least restrictive effective response appropriate to the circumstances.

Maintaining safety must not become an attempt to secure compliance with non-essential demands.

6.4 Recovery and Reconnection

Following dysregulation, staff must allow appropriate time and support for recovery.

Adults should provide reassurance, restore familiar routines and avoid unnecessary demands.

Any required medical, welfare or safeguarding checks must be completed.

Positive relationships must be maintained and students should not experience the withdrawal of connection as a consequence of distress.

6.5 Reflection and Learning

Significant incidents should lead to professional reflection.

Staff should consider the circumstances preceding the incident, the student's communication, early indicators of distress, adult responses and the effectiveness of support.

Where appropriate, students should be supported to reflect through accessible and individualised approaches.

Learning must inform future planning, environmental adjustments and staff practice.

7. Physical Intervention and Restrictive Practice

Bletchley Park School is committed to reducing the need for restrictive interventions through positive relationships, proactive support, environmental adaption and effective co-regulation.

The school uses PILLARS as its physical intervention training approach.

Physical intervention must only be used where there is lawful justification and where it is necessary and proportionate to the circumstances.

Any intervention must be consistent with relevant legislation, approved training, individual risk assessments and organisational procedures.

Staff must use the least restrictive effective approach and must not use physical intervention as punishment, retaliation, humiliation or solely to enforce compliance.

The student's communication, sensory needs, physical health, vulnerabilities and emotional presentation must be considered.

Where an intervention is required, staff must continue to prioritise dignity, safety and the reduction of distress.

All restrictive physical interventions must be recorded and reported in accordance with school and organizational procedures.

Appropriate post-incident checks, notifications, safeguarding considerations and reviews must be completed.

Any concerns about the appropriateness of an intervention, staff conduct or potential harm must be referred through safeguarding procedures.

Leaders will monitor the frequency, nature, duration and circumstances of restrictive interventions, identifying patterns and opportunities to reduce their use.

The long-term aim is to improve support so that restrictive interventions become less necessary.

8. Safeguarding, Dignity and Student Voice

Safeguarding is integral to behaviour and regulation support.

Staff must recognise that changes in behaviour, communication, emotional presentation or relationships may indicate distress, unmet needs, illness or potential safeguarding concerns.

Concerns must not be dismissed as an inevitable consequence of autism, disability or other identified needs.

All pupils have the right to be heard, including those who communicate without speech.

Staff must actively seek to understand students' experiences and ensure that their views inform support arrangements.

Students must be treated with dignity during all interactions, including periods of significant distress.

Staff must maintain appropriate professional boundaries and report safeguarding concerns through the school's established procedures.

The school's safeguarding arrangements take precedence wherever a concern indicates possible abuse, neglect, exploitation or inappropriate adult conduct.

9. Recording, Reporting and Review of Incidents

Significant incidents, injuries, restrictive interventions and other relevant events must be recorded accurately and promptly using the school's designated recording systems.

Records must distinguish between factual observations and professional interpretations.

Staff should document relevant antecedents, the student's presentation, adult responses, actions taken and outcomes.

Where an incident raises a safeguarding concern, this must also be reported through MyConcern in accordance with safeguarding procedures.

Behaviour incident recording and safeguarding recording serve different purposes and staff must understand when both are required.

Leaders will review incident information to identify patterns, emerging risks and opportunities to improve support.

Data must be considered alongside qualitative information about students' experiences, relationships, participation and emotional wellbeing.

10. Working with Families and Multidisciplinary Professionals

We recognise that families and carers hold valuable knowledge about students' communication, experiences, preferences and regulation needs.

The school seeks to establish collaborative relationships based on respect, openness and shared understanding.

Parents and carers should contribute to individualised planning and review wherever appropriate.

Teaching, pastoral and multidisciplinary colleagues must work together to develop consistent, practical strategies.

Professional advice from Speech and Language Therapy, Occupational Therapy, Educational Psychology and other relevant disciplines should inform individual support where appropriate.

The purpose of collaboration is to translate specialist understanding into meaningful, consistent actions that improve the student's everyday experience.

11. Responsibilities of Staff and Leaders

11.1 All Staff

Every adult working with students is responsible for implementing the school's behaviour philosophy.

Staff must:

- Develop positive, respectful relationships.
- Understand and implement individual Regulation and Support Plans and IRAs.
- Recognise and respond to early signs of distress.
- Use low-arousal and co-regulation approaches.
- Make appropriate adjustments to environments and expectations.
- Maintain student dignity and professional boundaries.
- Follow approved safety and intervention procedures.
- Record and report incidents appropriately.
- Participate in reflection, training and professional development.
- Seek support when strategies are ineffective or additional guidance is required.

Staff must recognise that their own emotional presentation, communication and responses can influence student regulation.

11.2 Teachers and Class Teams

Teachers are responsible for ensuring that individualised strategies are understood and implemented consistently within their classrooms.

Class teams must contribute to the development, implementation and review of Regulation and Support Plans and IRAs.

Teachers should ensure that learning environments, communication approaches and expectations are responsive to individual needs.

11.3 Pastoral and Multidisciplinary Teams

Pastoral and multidisciplinary colleagues provide specialist guidance, contribute to individualised planning and support staff to understand and respond to complex needs.

They should promote preventative approaches, identify patterns and contribute to reflective reviews.

11.4 Senior Leaders

The Headteacher retains overall responsibility for the implementation of this policy.

The Deputy Headteacher and relevant senior and pastoral leaders oversee the quality and consistency of behaviour and regulation support.

Leaders are responsible for ensuring that:

- Individual plans and risk assessments are current and effective.
- Staff understand the school's philosophy and operational expectations.
- Appropriate training and professional support are available.
- Significant incidents and restrictive interventions are reviewed.
- Emerging patterns and risks are identified.
- Safeguarding procedures are followed.
- Families and relevant professionals are appropriately involved.
- Learning from incidents informs school improvement.

12. Quality Assurance and Measuring Impact

The school recognises that the effectiveness of behaviour support cannot be measured solely through the frequency of incidents.

Leaders will consider a range of evidence, including:

- Students' emotional safety and wellbeing.
- Quality of relationships and engagement.
- Communication and self-advocacy.
- Participation in learning and wider school experiences.
- Development of regulation skills and independence.
- Frequency and nature of significant incidents.

- Use and reduction of restrictive interventions.
- Effectiveness of environmental and relational adjustments.
- Student, family and staff feedback.

Quality assurance will examine whether adults consistently implement the approaches outlined within this policy.

Leaders will seek to understand not only what happened, but how adults responded and whether the support provided reflected the school's philosophy.

Findings will inform staff development, individual planning and wider school improvement.

13. Training, Supervision and Reflective Practice

All staff will receive appropriate induction and ongoing professional development in the school's behaviour philosophy, low-arousal approaches, communication, co-regulation and relevant safeguarding procedures.

Staff undertaking physical intervention must receive appropriate PILLARS training and maintain any required authorisation or competence.

Leaders will ensure that staff have access to advice, reflective practice and support following significant incidents.

Reflection should promote professional learning, accountability and continuous improvement.

Staff are expected to contribute openly to this process and seek guidance when they are uncertain about an approach.

14. Monitoring and Review of This Policy

This policy will be reviewed annually or sooner where changes in legislation, statutory guidance, organisational requirements or school practice make this necessary.

Its effectiveness will be evaluated through leadership oversight, incident analysis, individual plan reviews, safeguarding monitoring, students voice, family feedback and staff reflection.

The policy will remain under review to ensure that it continues to reflect the school's philosophy and the needs of its pupils.

15. Related Documents

This policy should be read alongside:

- Bletchley Park School Whole School Behaviour Philosophy.
- Regulation and Support Plan (Integrated Behaviour, Regulation and MDT Plan).
- Individual Risk Assessments.
- Cambian Group Behaviour Support Policy.
- Safeguarding and Child Protection Policy.
- PILLARS training and approved intervention procedures.
- Staff Code of Conduct.
- Relevant recording and reporting procedures.
- Relevant statutory guidance on safeguarding, equality, behaviour and restrictive intervention.

Our Shared Commitment

At Bletchley Park School, we believe that every student deserves to feel safe understood, respected and valued.

When students struggle our responsibility is to understand and support them.

When situations become difficult our responsibility is to remain calm and maintain safety.

When incidents occur, our responsibility is to reflect, learn and improve.

When students are ready, our responsibility is to help them recover, reconnect and develop.

We recognise that meaningful progress is not defined solely by the absence of behaviours that challenge but by the presence of emotional safety, positive relationships, communication, participation and quality of life.

Connection before correction. Regulation before expectation. Understanding before response.