

*"To our children, we can give but two things: the first must be roots, the second wings." – Johann Wolfgang von Goethe*



## EMERGE SCHOOL

# Emerge School Relational Support Policy

(Previously known as Positive Behaviour Management Policy)

## 2025 - 2026

**☀️ Our Vision:** *A culture rooted in safety, where people feel seen, heard, included, and connected through authentic relationships.*

**🎯 Our Mission:** *To create a safe and nurturing environment where everyone feels a sense of belonging, is empowered in their growth and learning, and is encouraged to embrace who they are and who they aspire to become.*

**❤️ Our Values:** *At Emerge School, our values are the foundation of who we are, how we work, and what we believe in. They shape how we support young people and how we support each other.*

We are proud to uphold these four core values:



**Voice:** *empowering every voice to speak, shape and be heard*



**Connection:** *rooted in relationships, thriving through authenticity*



**Growth:** *evolving with purpose, innovating with heart*



**Inclusion:** *where every story begins, and every person matters*

Excel & Emerge Care was created to give children and young people with complex needs a safe, supportive place to grow and heal. Through residential care, education, and therapeutic support, we build stability, trust, and a future where children and young people can truly flourish.

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## **Contents**

### **Legislation and statutory requirements**

**This policy is based on advice from the Department for Education (DfE) on:**

- Behaviour and discipline in schools.
- Searching, screening and confiscation at school.
- The Equality Act.
- Use of reasonable force in schools.
- Supporting pupils with medical conditions at school.
- KCSIE.
- Working together to safeguard children.

**It is also based on the special educational needs and disability (SEND) code of practice.**

**In addition, this policy is based on:**

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Academies, including free schools, and independent schools insert:
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance for Mental Health and behaviour 2018 add NICE guidelines

**Other policies and documents that should be read in conjunction with this Policy are**

- Attendance.
- Understanding Attachment and Trauma.
- Safeguarding and Child Protection.
- Safer Handling (Physical Restraint)
- SEND.
- Code of Conduct.
- Thrive on line.
- Mental Health.
- Administration of medication.
- Online safety.

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## **Key Principles**

- At Emerge School we want our Relational Support for Personal Development to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate, build resilience, and manage their behaviour in a positive manner so they are ready to engage with their learning. This is the foundation of our Roots to Wings approach, providing roots of safety and belonging, branches of relational practice, and wings of independence and hope.
- We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our pupils, many of whom have complex multi-layered needs. Staff are supported to know our children's stories, strengthening a holistic understanding of each child's context, life experiences, and developmental capacities to inform how best to support them. Through Roots to Wings, this understanding is actively translated into daily practice, ensuring that children feel safe, seen, and heard at every stage of their development.
- We believe that behaviours which challenge always occur for a reason. These reasons can be multifactorial and arise from personal, environmental, or relational factors. By using the Roots to Wings framework, we ensure that behaviour is interpreted through the lens of underlying needs and is addressed in a way that fosters growth, emotional regulation, and resilience.
- It is imperative that we, as caregivers, offer pupils the emotional security and relational consistency needed to guide them along their journey toward becoming independent, resilient, and lifelong learners. The Roots provide this secure foundation, enabling pupils to explore and grow safely.
- Emerge School is a Social, Emotional, Mental Health school implementing an Attachment and Trauma-informed approach for all pupils, including those with Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, and ADHD. The Branches of our framework guide daily relational practice, ensuring every interaction is therapeutic, consistent, and empathetic.
- Our approach to behaviour is not about responding to all behaviour in the same way. We differentiate behaviour management based on a child's developmental and relational needs, in the same way that we differentiate teaching to meet pupils' learning needs. The Roots to Wings approach allows us to balance safety, connection, and opportunities for growth across the school day.
- Pupils who display, or are at risk of displaying, behaviours which challenge may need support involving positive reinforcement, intervention, and occasionally legally and ethically justified restrictive practices. Any restrictive intervention is considered only as a last resort, absolutely necessary to prevent serious harm, and always the least restrictive option, with a focus on returning the child to safety and relational repair (Roots to Wings – Regulate and Relate).

## **At Emerge School, we believe that:**

- The quality of relationships across the school community is fundamental. Strong, attuned, and nurturing relationships strengthen pupils' feelings of safety and trust, forming the essential roots that underpin learning and growth.
- Behaviour is a form of communication. Pupils must be supported to communicate their needs safely and appropriately, with staff interpreting behaviours through a relational lens and responding therapeutically using Branches of daily practice.

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- Fundamentally, our pupils are trying their best and want to behave well. They flourish when they feel understood, safe, and valued, which supports their ability to regulate themselves and develop independence.
- When children feel safe in school and have the opportunity to form trusting relationships with adults attuned to their needs, they are better equipped to develop the skills to self-regulate, explore, and grow, reflecting the Wings of our Roots to Wings framework.
- Staff must have a 'good enough' understanding of child social and emotional development to interpret behaviour accurately and respond effectively. Continuous training, supervision, and reflective practice build staff confidence and competence.
- Adults must consider the learning styles and developmental needs of children, while maintaining realistic expectations about the pace of behavioural growth and adaptation. Mistakes are part of the learning process, and pupils progress incrementally over time.
- Staff resilience and wellbeing are critical to sustaining emotionally available, attuned, and responsive interactions with children. Roots to Wings emphasises that adults who are regulated themselves can effectively co-regulate and guide children.
- Collaborative planning with pupils, families, and professionals is essential to develop shared positive behaviour support plans that are consistent, relational, and responsive to individual needs.

### **Class teams can support pupils by:**

- Being curious about what children's behaviour communicates within the context of their experiences, needs, and emotional state.
- Being mindful and reflective of the quality of their relationships with each other and with pupils, recognising that relational consistency is the branch that supports growth.
- Thinking proactively about the interventions, strategies, and safe opportunities that help pupils develop self-regulation skills, aligning with the Roots (safety), Branches (relational support), and Wings (independence) framework.
- Observing, gathering, and analysing information to ensure interventions are personalised, well-informed, and responsive to each child's developmental and relational needs.
- Working in partnership with pupils, their families, and other professionals (e.g., occupational therapists, speech and language therapists, CAMHS) to strengthen insight into individual needs and ensure consistent support across all contexts.
- Investing time and providing safe spaces for pupils to practise self-regulation skills, make mistakes, learn, and grow. These safe spaces—aligned with Roots to Wings—allow children to feel secure, supported, and empowered in their development.

### **Practicalities**

#### Understanding Behaviour, Identifying Needs, and Planning Ahead

At Emerge School, understanding behaviour and planning support begins with knowing each child's story. This holistic understanding enables staff to consider the wider context of a child's life, their experiences, developmental strengths and vulnerabilities, and any barriers to learning or emotional regulation. Building this knowledge allows staff to anticipate needs, tailor interventions, and create a relationally attuned environment where children feel safe, valued, and understood.

Staff are expected to get to know the children in their class, understanding what is important to them, what may be difficult, and what strategies or approaches help them thrive. This insight forms the foundation of proactive, personalised support plans and is

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central to our Roots to Wings framework: the Roots provide emotional safety, the Branches guide daily relational practice, and the Wings support independence and resilience.

**A child's behaviour and needs are approached through a process of curiosity, reflection, and careful information gathering. Key tools and processes include:**

- Roots to Wings Therapeutic Plans – linked to the child's EHCP and overseen by the school's in-house psychologist
- Pupil Passport – incorporating the child's voice and perspectives

**Information for these plans is gathered from multiple sources, including:**

- Meetings with parents and other professionals
- Discussions with previous schools
- Observations, including unstructured or naturalistic observation
- EHCP documents and Annual Review records
- School records, including Arbor and CPOMS

**Based on this information, staff should have a clear understanding of:**

- The child's context, experiences, and social-emotional needs, including hypotheses around the function of behaviour
- Areas of concern regarding wellbeing or behaviour
- Strategies and approaches that have worked effectively
- Clear goals for the child, how these will be achieved, and who will provide support
- Recommended proactive interventions (e.g., therapies) to ensure the child feels emotionally secure in school
- The child's key trusted adult(s) and how the child can access support
- Plans for communication and collaboration with families and professionals

### **Proactive Interventions**

Emerge School encourages access to a range of proactive interventions tailored to meet the social, emotional, and developmental needs of our pupils. These interventions may be delivered daily or weekly depending on individual needs and may include:

- ESLA support.
- Speech and Language Therapy.
- Occupational Therapy.
- Mindfulness.
- Emerge Builders – bespoke block-based therapeutic intervention.
- Sand Play.
- Comic Strip Therapy.
- Social Stories.
- Life Stories.

To deliver and support these interventions, Emerge School employs a team of highly skilled professionals who bring exceptional expertise and dedication to their roles. This includes:

- Relational Support Lead – overseeing targeted support and ensuring pupils' social and emotional needs are met and carrying out interventions.
- Two Senior Support HLTA for Teaching and Learning – providing additional guidance to build pupils' confidence and engagement in learning.
- Senior HLTA supporting SALT intervention – supporting communication development across the school.
- Qualified Speech and Language Therapist – delivering specialist communication support.

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- Occupational Therapist – providing sensory and developmental interventions.
  - Specialist Psychologists – supporting therapeutic assessment and planning
- This professional team works collaboratively to ensure that every intervention is meaningful, personalised, and effective, helping pupils feel supported, confident, and able to thrive.

### **Safe Spaces**

Pupils have access to a variety of safe spaces where they can regulate emotions, complete focused work, or connect with a trusted adult. These include:

1. Classrooms.
2. Attic Intervention Room.
3. Senior Leadership rooms.
4. Sensory and non-sensory rooms.
5. Therapy rooms.

These spaces are designed to support co-regulation, emotional reflection, and relational repair as part of the Roots to Wings approach.

### **Safety Plans**

For pupils whose behaviour may escalate to a point where they present a risk to themselves or others, clear and accessible safety plans are in place. These outline the strategies and steps staff should follow during moments of dysregulation. The Relational Support Lead ensures that all risk assessments are regularly updated to reflect the child's current needs.

### **Incident Review Meetings**

All behavioural incidents are recorded in CPOMS. Each week, the Relational Support Lead reviews incidents and leads reflective discussions with staff and pupils where appropriate. On Fridays, an Incident Review Meeting is held with the Senior Leadership Team. These meetings focus on:

- Identifying patterns and trends in behaviour.
- Evaluating the effectiveness of interventions and support strategies.
- Debriefing staff and pupils to ensure relational repair and learning.
- Deciding on additional supports or targeted interventions for pupils with repeated or serious incidents.
- Ensuring that responses are consistent, fair, and rooted in therapeutic practice.

For pupils with multiple significant incidents, the MDT may review support plans/ individual risk assessments, consider temporary adjustments to their school day, or implement additional proactive interventions. The aim is always to balance safety, relational support, and opportunities for growth, in line with the Roots to Wings framework.

### **Information Sharing**

Plans should be shared across staff teams to ensure consistency and effectiveness in meeting a child's needs. Collaboration with external professionals (e.g., speech and language therapists, occupational therapists, social workers, CAMHS) is critical to strengthen shared understanding and provide coherent support across school and home environments.

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### **Significant Adaptations**

Some pupils may require an adjusted school day. Any significant adaptations are planned collaboratively with parents, carers, SEND staff, and relevant external agencies to ensure that the child's emotional, social, and learning needs are fully met.

### **Support for Staff**

At Emerge School, we recognise that staff wellbeing, resilience, and professional confidence are central to delivering high-quality relational support. Staff have access to line management support, one-to-one supervision, and group supervision, all designed to strengthen understanding of pupils' needs and enhance confidence in implementing trauma-informed, relational approaches. Reflective practice is actively encouraged to ensure staff remain emotionally available, attuned, and responsive to pupils.

Half-termly class catch-ups are held for each class team with members of the Senior Leadership Team (SLT). These sessions provide an opportunity to:

- Review the social, emotional, and behavioural progress of pupils.
- Reflect on the effectiveness of current interventions and support strategies.
- Share insights, challenges, and observations as a team.
- Identify areas where additional support or input may be required.

Where the SLT identifies issues that require further exploration, a consultation led by the school's in-house psychologist is arranged, these consultations are structured as Solution Circles, a collaborative, problem-solving approach that draws on the collective expertise of staff.

### **Transitions**

Consideration should be given to points of transition as these are likely to be points of stress for our children, this includes transitions between settings (i.e. from a previous school to Emerge / from Emerge to a new school) and day-to-day transitions (such as moving between school and home, and between sessions or activities in school).

#### **The following steps can help:**

- Ensuring that information and plans are shared effectively between new settings and staff.
- Where a key adult is not going to be available for their assigned child, or there are unexpected changes in staffing or routine, efforts are made to communicate this to the child and support them in managing this separation and change of plan.
- If there is an ending in a child's relationship with a key adult, making sure that efforts are made to ensure that the child has a thoughtful and managed goodbye.
- Where a pupil is leaving school, the team around the child in school will ensure that they have a positive and planned ending, and that "genuine care will be communicated and a sense of them not being forgotten" (Bomber).

#### **To guide our pupils, the following practical strategies can be helpful:**

- Use of visual aids.
- Time spent with new class and staff.
- Visits to establishments including taster days to new schools.
- If relevant, attending medical appointments with pupils and parents/carers.
- When a pupil is transitioning to a new school, staff will initially accompany the pupil, then gradually withdraw.
- Support for parents to ensure a consistent and collaborative approach. Our Family Support Worker is available to support parents with the process of transitions, with the aim of reducing anxiety and stress for parents so that this feels containing and positive for children.

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### **Encouraging a Safe and Regulating Environment for Learning**

Ensuring that school feels like a welcoming, safe, and inclusive space for our children and families is central to our approach.

- We meet and greet all children (and each other) as they enter school each day, as they come into classrooms, and when we see them around school.
- We use friendly and warm faces and body language.
- We treat each other with courtesy and respect in our interactions.
- We aim to build relationships with parents and carers based on mutual trust, recognising that previous experiences of professionals and educational settings may not always have been positive for them. We welcome parents and carers into school, listen, and respond to their concerns and views.
- We offer families the option of attending our monthly parents' group.
- We are considerate of language in how we speak about (and to) our children and families.

### **Classroom Organisation, Establishing Routines, Predictability, and the Physical Environment**

- There are clear and regularly communicated classroom expectations around behaviour these are appropriate to the developmental range of the pupils. Expectations are communicated in a way that pupils can understand, including visual cues, objects of reference, social stories, and comic strips. They are regularly referred to by the class team and support staff and are always modelled by staff.
- Non-negotiable and negotiable rules are part of the developmental highway to ensure children feel safe and supported. Some ground rules are non-negotiable; these include health and safety, uniform, anti-social behaviour, and respect for everyone's views and beliefs. Others are negotiable, such as break times, CAP, or whether a seating plan is used.
- We develop, prioritise, and explicitly teach predictable routines for our children (for example, at points of transition in and out of school, and throughout the day) with the aim of strengthening feelings of predictability and safety. Consistent class, lesson, and activity routines support our pupils to understand expectations, manage anxiety, and prepare themselves mentally and physically for their day.
- Class teams should also reflect on how they support pupils to adapt to changes to routines and how they prepare them for change, as this is an important life skill. Changes to routines should be practiced using appropriate visual resources to allow pupils to learn that change can be managed in a positive way.
- Class teams should always use visual resources. Visuals allow time for processing and can be helpful when children or young people have become dysregulated, as they reduce the need for verbal communication and social interaction, which in times of distress can hinder de-escalation.

### **Supporting Children to Regulate Throughout the Day**

Many of our children have vulnerabilities that can impact their ability to self-regulate in school without proactive support from the staff team around them. The following steps can help:

- Making sure that the child has a team around them who knows them well, can spot signs of dysregulation, and take proactive steps. This includes having a trusted adult who develops a secure relationship with the child and remains

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connected with them throughout the day (e.g. joining them for lunch, greeting them at different points in the day).

- Ensuring the child's basic needs are met (making sure children have had enough to eat and drink at the start of the school day and throughout).
- Use of Zones of Regulation.
- Considering whether the child is rested or in need of rest (for example, many of our children have sleep difficulties, so some families may benefit from support around good sleep hygiene and signposting to services where appropriate).
- Access to regulating activities – e.g. sensory and movement breaks, relaxation exercises, time outdoors, breathing and mindfulness interventions, rhythmic activities, and regular physical exercise.
- Providing safe spaces for children and staff to go when they need co-regulation, calmness, or reflection.
- Consistent routines.

### **Use of Touch**

Touch is an essential element of human development, and physical contact is not only inevitable but beneficial. Appropriate touch promotes a child's social and emotional development and is also a powerful method of non-verbal communication, key to the development of healthy relationships. Touch must be child-centred, not staff-centred, and meet safeguarding requirements.

### **Promoting Relationships and Feelings of Emotional Security – The Role of the Trusted Adult**

Supporting our children to experience feelings of safety, trust, and co-regulation in relationships is a key priority at Emerge, as we recognise the central importance of this for children's development, resilience, and learning. Research shows that the experience of a positive relationship with a trusted adult during childhood is one of the most significant protective factors for emotional and physical wellbeing across the lifespan. All our children should have an identified 'trusted adult' (class staff in the first instance) who knows them well and who is available to help them build feelings of safety, trust, and co-regulation in school. This person should be regularly physically and emotionally available to the child and prioritise spending quality time with them. Where possible, they should remain connected with the pupil when things go wrong. Access to this person should not be conditional on behaviour.

We acknowledge that supporting children who display high levels of distress and challenging behaviour can be stressful for staff. Staff can access support from the wider team, for example:

- Opportunities to debrief following incidents.
- Peer-support to reflect on experiences with the child.
- Time out with another member of staff.
- Opportunities to recover following incidents.

### **To foster successful relationships between staff and young people more generally:**

- We always treat pupils with dignity and respect by communicating carefully and clearly in a way that is accessible to them and their current level of need.
- We invest in our relationships with pupils and have fun together.
- We hold warm but firm and consistent boundaries for all our pupils.
- When incidents occur, we consider what might be behind the behaviour.
- We try not to take insults or rejection personally.
- We take the lead on repairing ruptures in relationships with pupils.

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- We do not leave children alone after a difficulty or relational rupture, as this is the time when they need us most.
- We hold high expectations for all pupils. When we demonstrate our belief in them, it supports them to succeed.
- We use principles of PACE in our interactions with children

### **Recognising Strengths, Promoting Positive Behaviour, and Building Motivation**

At Emerge we believe in the power of positive attention. The greatest reward for our pupils is to feel noticed, valued, and appreciated by an adult with whom they have a trusting relationship. This recognition supports strong connections, raises self-esteem, increases motivation, and promotes positive behaviour.

To promote positive behaviour and build self-worth we:

- Recognise and celebrate positive behaviour as it happens, using specific, descriptive praise.
- Notice and reinforce the behaviours we want to see more of and give minimal attention to low-level undesirable behaviours.
- Acknowledge that each child has different areas of strength and vulnerability, so we celebrate what is meaningful for that individual, however small the step.
- Value effort as much as outcome and explicitly praise persistence and resilience.
- Encourage access to meaningful, enjoyable activities that develop esteem and a sense of achievement.
- Share positives with parents and carers so success is reinforced beyond school.

### **Values-led rewards and celebration**

All praise and rewards at Emerge are directly linked to our core values:

- Voice: Empowering every voice to speak, shape, and be heard.
- Connection: Rooted in relationships, thriving through authenticity.
- Growth: Evolving with purpose, innovating with heart.
- Inclusion: Where every story begins, and every person matters.

Staff award dojos when pupils demonstrate these values in practice. Dojos are recorded and celebrated collectively in our weekly Friday Celebration Assembly, where pupils' efforts are acknowledged by the whole school community.

Based on the number of dojos a child earns, they receive appropriate recognition or rewards (for example responsibilities, privileges or chosen activities). This tiered recognition encourages consistency, helps children see the practical meaning of our values, and reinforces how small, value-driven actions build into larger achievements.

### **Celebrating values in this way:**

- Builds a shared culture of aspiration and belonging.
- Helps pupils understand what each value looks like in action.
- Encourages children to model positive behaviour for peers.
- Connects behaviour to character development and long-term growth.

### **Examples of descriptive praise (value linked)**

Descriptive praise is central to Emerge's language and supports behaviour for learning:

- "I like how you used your **voice** to tell me what you needed."
- "Thank you for showing **connection** by helping your friend get settled."
- "I can see real **growth** in the way you kept trying even when it was hard."
- "That was very **inclusive** of you to invite them to join your group."
- "I liked that you asked for a break when you needed it — great use of your **voice**."

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- "Thank you for coming back to your work so quickly — that showed responsibility and **growth**."

### **Role modelling and wider inspirational experiences**

- Older pupils are offered responsibilities and mentoring roles so they can model Voice, Connection, Growth, and Inclusion for younger students.
- Pupils meet aspirational role models from outside school (guests, visitors, projects) to broaden horizons and reinforce the values in real-world contexts.

### **Linking to the Roots to Wings model**

Our Roots to Wings philosophy underpins how we celebrate strengths and promote positive behaviour:

- **Roots:** Pupils first build the security and confidence to use their Voice safely and appropriately, knowing that they will be heard and valued.
- **Branches:** Pupils strengthen Connection, learning to form authentic, respectful relationships that help them regulate, collaborate, and thrive.
- **Wings:** Through perseverance and encouragement, pupils demonstrate Growth and Inclusion, developing independence, resilience, and the ability to celebrate themselves and others.

This model ensures that all recognition, rewards, and celebrations are not isolated acts, but part of a developmental journey, preparing pupils to grow into confident, compassionate, and inclusive individuals

### **Addressing Behaviour of Concern**

#### **Low level disruptive behaviour**

Low level disruptive behaviour includes behaviour such as shouting out, name calling, moving about in the classroom without permission, pushing work on the floor, talking over staff/others, distracting others, etc.

The following can be helpful:

- Increasing structure and supervision for the child
- A reminder of class expectations – using positive statements (what we want to see them doing) e.g. "In this school, we use gentle hands" "In this school we look after belongings" "In this classroom, we put our hands up"
- Saying what you want to happen and not using too much language: "I need you to stop", "This needs to stop now", "I need you to..."
- Considering what might need to be put in place to meet regulation and relational needs (e.g. a change of scenery, movement, proximity to a trusted adult)
- Using specific descriptive praise when we see them taking steps to self-regulate (or seek help) or when making a positive choice – we can never do too much of this
- Holding boundaries and using clear and consistent logical consequences

#### **Holding Boundaries**

Clear boundaries are important in helping all our children and staff feel safe. Children need to know that the adults around them will respond appropriately and will stop them from hurting others or from being hurt. It is important that we hold boundaries firmly and consistently, but with high warmth. This is part of helping our pupils to take responsibility. Staff are expected to be firm, clear, and calm when communicating boundaries in the

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classroom, setting limits, and stating clearly when these have been transgressed by a pupil, including what action will be taken (the logical consequence).

For example:

"I can see that you are feeling frustrated, however it is not ok to (hit, hurt). Hands down. We will now (discontinue with activity/move outside the classroom)."

What we do when behaviour escalates

At these times, our aim is to de-escalate the situation, co-regulate the child, address the underlying reasons for the behaviour, keep the child and those around them safe, repair any ruptures in relationships, and support the child to return to learning.

To do this, we draw on Bruce Perry's Model, using the 4 R's: Regulate, Relate, Reason, Repair.

## **Regulate**

Firstly, we regulate ourselves as adults. This means:

- We take a breath.
- We don't take it personally (even if it feels personal)
- We stay calm to create a sense of safety and order.
- We role model the behaviour we expect.
- We step out of a situation and seek support if we are feeling overwhelmed and unable to offer a regulating response. Staff are treated with understanding and compassion when this happens.

Then we co-regulate the child by:

- Keeping a calm tone of voice and body language (even if you don't feel it inside)
- Telling them what you want them to do rather than don't want them to do (e.g. "hands down" rather than "don't hit")
- Keeping in close proximity to them.
- Reducing demands.
- Using language that shows acceptance (of the underlying distress), empathy, curiosity, and reaffirming boundaries.
- Increasing their access to a key adult/safe adult
- Using clear "if, then" statements.
- Removing other people or making the environment safe.
- Allowing time and space for the child to regulate – bearing in mind it can take 30 minutes for a distressed child to reach a more regulated state.

## **Relate**

- Ensuring that during incidents, we remain physically and emotionally present for the child. This may mean that we need to pull in extra support from other staff to support the class, or to bring in the key adult for the child
- Meeting distress behaviour with PACE

## **Reason**

Before we move into reasoning with a child and applying consequences, we must first ensure that we have met the regulation and relational (connection) needs of the pupil. Only then can they fully engage in the process of learning in response to their behaviour. Once they are calm and in a more open and engaged state, we can engage their "thinking brain." At these times, we want to support them to reflect on what happened. When discussing incidents with pupils, it is vital the incident is dealt with in a non-judgemental way. For positive communication, we use empathy, curiosity, and restorative questions. When discussing behaviours and reactions, we refer to health and safety and the impact the situation may have had on all involved.

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Staff will avoid speech which could lead to shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing and can escalate situations or incidents.

## **Repair**

Relationship ruptures are inevitable. We always take the initiative as adults to repair any ruptures in relationships.

Reparation means repairing relationships or 'making good' in some way. We believe that our pupils should always be given the opportunity to repair, and that they want to do this. We are showing children that it is possible to put things right.

Where developmentally appropriate, we support pupils to take responsibility for what they have done and to repair it with the other person(s) involved or affected. Even pupils with complex difficulties can be supported to repair; this will look different for each learner. We cannot make assumptions about what pupils feel.

Unresolved difficulties can make pupils very anxious and this can cause behaviours to escalate or become habitual. Ideally, children should be supported by an adult they trust, for example their key adult.

Some key principles for repair (Bomber) include:

- Keeping stressors low.
- Remaining warm, open and engaged.
- Avoiding responses that increase shame.
- Considering who should be involved but keeping the number as low as possible
- Being actively involved as the key adult so that this is done in partnership with the child.
- Modelling repair and doing this alongside the child.

Ways to support a child to repair can include using visuals such as 'sorry cards,' drawing pictures, or acts of kindness.

## **Use of Consequences**

All actions have consequences. We define consequences as the natural and logical responses to actions. Clear expectations, boundaries, and consequences are very important – they ensure that school is experienced as a predictable and safe place to be. Children know if they do X then adults do Y, and this contingent reinforcement creates the sense of security that children need to learn and develop relationships with staff and each other. This means that we are consistently providing the same message and predictable responses, while also being available to each child when they need more time or support to reach our expectations and live by the school rules. Children need both clear boundaries and consequences, and a safe person to go to when they need more help as they move from co-regulation with adults to self-regulation as adults themselves.

**At Emerge, our principles for the use of consequences are:**

1. We use a consequence which is logical and natural – if you drop litter, you pick it up; if you are rude you apologise; if you don't do the work, you catch up; if you hurt someone, you repair the relationship.
2. We use consequences according to what needs to be done to help the child to learn to behave differently and put things right.
3. Relational withdrawal or isolation should not be used as a consequence – this is likely to create difficulties in the longer term.

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4. Consequences are recorded so patterns can be understood and effective interventions implemented [see appendix].
5. We start afresh after a consequence has been completed.
6. If there is a person affected by what has happened, then their needs must be acknowledged and respected via reflection time and a restorative approach.
7. Consequences should not involve taking away a previously earned privilege or any intervention time.

The developmental age and specific needs of the pupil will always be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for our pupils. A plan, do, and review approach ensures pupils will not be given consequences that impede their future learning. This is closely monitored.

### **Work – Catch up – non-negotiable rule**

Time will be allocated for the pupil to catch up on missed work with a member of staff. This is also an opportunity for staff to reflect with the pupil to ascertain reason for refusal to work in lesson.

Time available for pupils to attend catch up sessions.

- Class choice time.

### **Additional Reflection Time**

There may be times when a pupil requires additional reflection time. This is often, though not always, delivered by a member of the Senior Management Team, most commonly the Relational Support Lead. Having a different adult involved provides a valuable *change of face*, which can help to reduce tension, support regulation, and create an opportunity for repair in a calm and contained way.

Time allocated for reflection may include:

- Break time, their choice.
- Lunch time, their choice.
- Class Choice Cap

After a pupil completes lost learning or reflection time, it is important to repair and restore the staff–pupil relationship. Staff should praise the pupil's positive behaviour at the first opportunity, helping to redirect attention away from the inappropriate behaviour or reaction. Staff must also reassure the pupil that the incident has been dealt with and that all parties will move on and start afresh.

It is essential for our pupils to clearly link a specific behaviour with its consequence. We call this reflection, and we 'shine the light' on behaviour using restorative language and Dan Hughes' PACE approach.

Staff should also keep in mind the importance of rest breaks, movement and exercise, and access to outdoor space as essential for regulation throughout the day. Children must continue to have access to these opportunities, even when reflection time or catch-up work has been required.

### **Psychoeducation**

We also want to support pupils in developing an understanding of their own responses and behaviours, and in taking responsibility for these moving forward. This is achieved through ongoing, developmentally appropriate psychoeducation, which helps pupils to:

- Understand how our brains and nervous systems work.
- Recognise what happens when we become dysregulated.

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- Identify strategies to calm the nervous system when upset.
- Learn how to repair relationships when things go wrong.
- Build and strengthen resilience over time.

The Zones of Regulation approach is used in school to support this learning, giving children accessible tools and language to recognise and communicate their emotional states, while also developing practical strategies to return to regulation.

### **Serious Incidents**

At Emerge, we take serious incidents extremely seriously, as they have the potential to cause harm to pupils, staff, and the wider school community. Serious incidents may include:

- Absconding.
- Assault.
- Bullying (including cyberbullying)
- Damage to property.
- Racism, sexism, or homophobia
- Sexualised behaviours.

When a serious incident occurs, it is imperative to understand the underlying reasons and the level of awareness the pupil has about their behaviour. Reflection must always take place with staff support, and parents/carers are informed. If the incident is deemed to be an intentional act (rather than a sensory or communication-based response), then clear and consistent boundaries must be upheld, as consistency provides both safety and predictability for our pupils.

### **Flags for Concern**

To ensure a fair and transparent system, Emerge operates a flag for concern process:

- Where a pupil is involved in three incidents within a term that are considered more than low level (for example: racism, sexism, homophobia, or inappropriate physical contact with others), this will result in a flag for concern being raised.
- If a pupil receives three flags for concern within a single term, the school will consider whether further intervention is required. This may include the pupil being educated separately from their peers (seclusion) for a period of time.
- All decisions to issue a flag for concern are made through a Multi-Disciplinary Team (MDT) meeting, ensuring that outcomes are consistent, fair, and based on a holistic understanding of the child's individual needs and circumstances.

### **Seclusion and Suspension**

In cases where a pupil is involved in a serious incident that causes danger or places themselves or others at immediate risk, the MDT may decide that seclusion or suspension is necessary. This is never a decision taken lightly. It is only made following careful consideration of the incident, the safeguarding context, and the needs of both the child and the wider school community.

From a therapeutic perspective, seclusion or suspension can sometimes be a necessary step in protecting safety, creating space for reflection, and helping the pupil to reset.

Our aim is always to support the pupil to return to school in a way that is safe, constructive, and future-focused. Every suspension or period of seclusion is followed by a restorative reintegration plan, ensuring the pupil, their family, and the staff team have clarity on the next steps to move forward positively

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### **Bullying (including online) – Refer to the Anti-Bullying Policy**

At Emerge, we do not tolerate bullying. Bullying should never be ignored.

- All instances of bullying must be recorded on Arbor as suspected bullying.
- Parents and carers should be informed by the teacher (or lead of the lesson/activity) via telephone or face-to-face meeting.
- Every instance must be addressed in line with the Anti-Bullying Policy, using our restorative approach.
- Pupils are supported to develop an age-appropriate level of e-literacy so that they can keep themselves safe online and report online bullying.

### **Expectations on School Visits and Out-of-School Activities**

Expectations for behaviour on school visits and out-of-school activities remain consistent with those in school.

- A risk assessment will be carried out at all stages of planning and preparation for an off-site visit.
- Additional support staff can be requested to ensure pupil safety and inclusion.
- The school will work in partnership with a pupil's parents and, on occasion, may request them to accompany their pupil on a visit.

### **Procedures for Absconding**

If a pupil absconds from the school building:

- Parents/carers are informed immediately.
- The Police will be informed depending on the vulnerability of the pupil.
- Local amenities (e.g., shopping centres) may also be informed to be vigilant.
- If a pupil does not return home after the normal school day, it is the responsibility of parents/carers to contact the Police and report the pupil as missing.

### **Procedures for Damage to Property**

At Emerge, pupils learn to be accountable for their actions.

- If a pupil damages property, they may be expected to contribute towards the cost of repair.
- Staff should inform the DSL.
- After evaluating the incident, a decision will be made regarding whether a parental contribution is required.
- Class staff will inform parents and follow up with a letter requesting the contribution if necessary.

### **Recording Incidents**

Emerge monitors pupil incidents, including physical restraint, using electronic systems such as Arbor and CPOMs.

- These systems help evaluate pupil progress, highlight areas of concern, and inform next steps.
- Pupils' emotional development is also monitored using Thrive Online (refer to the Thrive Policy).
- Both systems provide a comprehensive picture to support personalised planning and interventions.

### **Physical Intervention**

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Although every effort is made to diffuse situations, including escorting a child to a safe space, there may be occasions when physical restraint is necessary to ensure the safety of all.

- All staff attend annual training and refreshers in Safer Handling
- Staff follow Emerge Physical Intervention Policy and procedures.
- Parents are informed if their child is involved in a crisis incident, in a timely manner.

### **Safeguarding Duties**

All staff must consider whether any changes in behaviour indicate that a pupil may be suffering or is at risk of suffering significant harm.

- If concerns arise, staff follow the school's safeguarding procedures.
- The school considers whether ongoing disruptive behaviour may reflect unmet educational or other needs.
- Support systems such as Early Help (EHAT) may be implemented, and liaison with external agencies is considered where appropriate (refer to the Safeguarding and Child Protection Policy).
- Malicious allegations against staff are managed according to the Grievance Procedure Policy.

### **Searching Pupils and/or Their Possessions**

If there is a well-founded belief that inappropriate material has been brought into school, searches may be conducted:

- Only the Headteacher/ Relational Support Lead or authorised staff may conduct a search without consent.
- Intimate searches are not conducted; only outer clothing may be removed.
- Consent is usually obtained unless there is reasonable suspicion that an item may be used to cause harm or an offence.
- Searches are conducted by a staff member of the same gender as the pupil, in the presence of another staff member.
- Searches may also be conducted off-site if the pupil is under lawful school control.
- Items searched for include any banned items under school rules or by law.
- For electronic devices, data may be examined and erased if necessary.
- Parents are informed of any search, and records are kept securely by the Relational Support Lead.

### **Staff Reflection Following Incidents**

Where appropriate, staff are encouraged to debrief following incidents:

- Acknowledging any distress or impact experienced.
- Reflecting on the pupil's behaviour in context.
- Considering what could be done differently to support the pupil.
- This supports staff wellbeing and helps maintain positive, attuned relationships with pupils.

### **SMSC**

Every pupil, regardless of race, religion, ethnicity, sexuality, disability, or SEN, has the right to reach their full potential.

- Spiritual, moral, social, and cultural (SMSC) development is integral to learning and prepares pupils for the opportunities, responsibilities, and experiences of adult life.

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- SMSC is embedded in all aspects of school life, ensuring holistic development alongside academic progress.

## **UN Convention on the Rights of the Child**

This policy takes into account the following Articles:

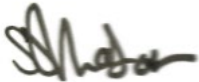
- Article 14 – Pupils have the right to think and believe what they want and practise their religion, as long as it does not impede others' rights.
- Article 19 – Pupils should be protected from violence, abuse, and neglect by parents or anyone caring for them.
- Article 28 – All pupils have a right to free primary education; discipline must respect human dignity.
- Article 29 – Education should develop each pupil's personality fully and encourage respect for parents, their own culture, and others' cultures.
- Article 30 – Pupils have the right to learn and use the language and customs of their families.

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Review Date	<b>September 2025</b>
Reviewed By	Andy Gould
Next Review	<b>September 2027</b>
Summary of Changes	First Edition <b>January 2026</b> – Approved by Headteacher-Sarah Mason February 2026 – Addition of Chairman of the Proprietary Board Approval

**Approved by:**



**Headteacher:**

**Chairman of the Proprietary Board**

**Date: 05.02.2026**

**Date: 05.02.2026**

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