



THE BAYLEAF HUB

## EMOTIONAL AND BEHAVIOURAL RESPONSE POLICY

Approved By	
Date of Publication	March 2025
Reviewed On	September 2025
Next Review Date	January 2026

### 1. Rationale

At The Bayleaf Hub, we recognise that all behaviour is a form of communication. Our Behaviour Policy is rooted in the **Zones of Regulation** framework, a widely respected emotional regulation tool that supports students in understanding and managing their feelings. This approach empowers our learners to build self-awareness, resilience, and the ability to self-regulate in a safe and supportive environment.

### 2. Our Approach

At the Bayleaf Hub, we do not expect children to always be in the 'Green Zone'. Instead, we support students in recognising their current emotional state, understanding what may have caused it, and using personalised strategies to move between zones when appropriate. We aim to promote emotional literacy, self-regulation, and positive behaviour choices.

### 3. The Four Zones

Zone	Colour	Emotional State	Examples	Support Focus
<b>Blue</b>	Blue	Low energy, unwell or sad	Tired, bored, sick, withdrawn	Increase energy or seek comfort
<b>Green</b>	Green	Calm, ready to learn	Happy, focused, content	Maintain and support engagement
<b>Yellow</b>	Yellow	Increased alertness or emotion	Worried, excited, silly, frustrated	Slow down, regain control
<b>Red</b>	Red	Extremely heightened emotions	Angry, overwhelmed, out of control	Keep everyone safe and calm, recover



#### **4. Expectations and Support**

We work from a position of empathy and understanding. Our expectations for behaviour are communicated clearly and consistently, and always take into account each child's individual needs and EHCP outcomes.

##### **We support students to:**

- Recognise and name their emotions using the Zones language.
- Understand what zone they are in and why.
- Develop a personalised toolkit of regulation strategies.
- Ask for help or space when needed.
- Repair relationships when behaviour impacts others.

#### **5. Strategies and Tools by Zone**

We provide a range of **personalised and accessible tools**, which may include:

##### **Blue Zone:**

- Time in a cosy corner (Yellow Classroom) or calm space (Sensory Room)
- Movement breaks or sensory input
- Visual or auditory stimulation (e.g., music, lights)
- Adult reassurance and connection

##### **Green Zone:**

- Positive reinforcement and encouragement
- Peer interaction and group work
- Continued access to sensory tools to maintain regulation

##### **Yellow Zone:**

- Time to talk or draw
- Breathing exercises and mindfulness
- Movement breaks or outdoor time
- Use of regulation visuals or scripts
- Time with the animals

##### **Red Zone:**



- Access to a safe space or trusted adult
- Reduced verbal input; clear, calm communication
- Safety plan followed (e.g., de-escalation strategies)
- Time to recover and reflect after regulation

## 6. Role of Staff Members

All staff:

- Use consistent Zones language across the setting
- Model self-regulation strategies
- Respond to behaviour with curiosity, not judgment
- Communicate openly with families and external professionals
- Reflect regularly on strategies used and adjust support plans

## 7. Communication and Restorative Practice

After incidents of dysregulation, once the pupil is calm and ready, a gentle **restorative conversation** may take place using tools such as:

- “What zone were you in?”
- “What made you feel that way?”
- “What helped/didn’t help?”
- “What can we try next time?”

This process is flexible and adapted to each child’s communication and processing needs.

## 8. Recording, Monitoring and Support Plans

- All significant behaviour incidents are logged in line with safeguarding and SEND procedures.
- Behaviour Support Plans or Regulation Plans are co-created with input from the pupil, family, and staff.
- Progress in emotional regulation is celebrated and shared in annual reviews and school reports.

## 9. Working with Carers

We value our partnership with families and carers. We offer:



- Training and information sessions on the Zones of Regulation
- Personalised home-school communication systems
- Support in creating consistency between home and school strategies

## **10. Review**

This Behaviour Policy will be reviewed **annually** by the Senior Leadership Team and SENDCo, in collaboration with staff, carers, students and parents, where possible.



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