

Introduction

From June 2026, Uffculme School will adopt a new *Relationships, Regulation and Support Policy*, replacing our previous Behaviour Policy. This change reflects our ongoing commitment to understanding behaviour as communication and ensuring that our policies align with our neuro-affirming, relational, and person-centred approach. The new policy places greater emphasis on building positive relationships, supporting emotional regulation, and understanding the individual needs of each pupil, ensuring that every child is supported to thrive in a safe, respectful, and inclusive environment.



Uffculme
Relationships, Regulation and Support Policy

Why We Have Renamed and Redeveloped Our Behaviour Policy

At Uffculme School, we are committed to continually reflecting on our practice to ensure that it aligns with our values, our understanding of autism, and the needs of the children and young people we serve.

Following a period of professional reflection, and review of current research and practice, we have renamed and redeveloped our Behaviour Policy. This change is much more than a new title; it reflects a significant shift in language, understanding, and approach.

Traditionally, behaviour policies in schools have often focused on managing, modifying, or correcting behaviour. At Uffculme, we recognise that behaviour is a form of communication. Our pupils may communicate their needs, emotions, sensory experiences, anxieties, and wellbeing in a wide variety of ways. Rather than asking, “How do we change this behaviour?” we aim to ask, “What is this child communicating, and how can we best support them?”

Our revised policy reflects our commitment to a relational, trauma-informed, and neuro-affirming approach. We understand that all behaviour happens within a context and that children thrive when adults seek to understand their experiences, build trusting relationships, and create environments where they feel safe, valued, and understood.

The new policy places greater emphasis on:

- Understanding individual needs and differences.
- Supporting emotional regulation and wellbeing.
- Positive and trusting relationships between pupils and staff.
- Environmental adaptations and reasonable adjustments.
- Teaching skills, promoting autonomy, and empowering pupils to make informed choices.
- Celebrating strengths and recognising each pupil's unique identity.

The language we use matters. By moving away from terminology that can imply blame, compliance, or control, we hope to better reflect our ethos of meeting every child where they are and supporting them to flourish as their authentic selves.

This redevelopment forms part of our ongoing journey to ensure that Uffculme remains a school where every pupil is respected, understood, and supported to achieve their full potential. We believe that when children feel safe, connected, and valued, meaningful learning and personal growth can take place.

We look forward to continuing to work in partnership with students, families, carers, and professionals as we embed this approach across our school community.