

Positive Behaviour & Healthy Relationships Policy

Policy approved by GB board	April 2023
Policy next reviewed	April 2024

Positive Behaviour & Healthy Relationships Policy

Aims of this policy:

The Principal (Headteacher) must set out measures in the school's behaviour policy, which aim to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils

Behaviour is the way we act and respond to people and to situations we find ourselves in. In any scenario, an individual always has a choice about how to behave.

Behaviour expectations

- We set very high standards for children's conduct from the moment they are admitted to the school
- We view our school as a large family built on healthy and respectful relationships. As in a smaller family, we would like everyone to show care and concern for their 'brothers and sisters'. Bullying is never tolerated at our school
- Staff always look to praise children for their good behaviour, kindness and consideration. In so doing we encourage and reinforce positive behaviour and relationships
- Children who let themselves down in class through making poor choices are given one clear warning about their conduct. If this does not lead to an improvement in their attitude a sanction is imposed

A common saying, which is frequently repeated at our school, is *'Treat other people the way you would like to be treated yourself'*, this applies both online and face to face. Children are taught about **kindness and consideration**, and the difference between **right and wrong**, during PSHE lessons (Personal Health and Social Education) in the classroom through the **PSHE scheme: Jigsaw** and the interactive assemblies which they attend. In assembly, including class assemblies, through the use of stories and role play, children are shown that in all situations they have a choice regarding how they behave. They are actively taught strategies for how to deal with any conflicts or disagreements that may arise. They are also informed about how to self-manage tricky emotions, such as anger or frustration. We teach children to be assertive, rather than aggressive. All children have a right to confront, using speech, another child who is not showing them kindness and respect. We guide children to behave in a controlled, rather than confrontational, way and teach them to be clear and forthright in what they say, using such phrases as *'Please don't do that. I don't like it because . . .'* Our intention is to help pupils develop **empathy for and understanding of the feelings of others**.

Should a problem occur between two or more children at school which parents are unhappy about, they are asked to refer this problem to their child's teacher.

We strongly advise parents not to approach other children or parents, as this may lead to the problem escalating. Problems that persist following referral to the class teacher, and more serious difficulties, should be reported to the Headteacher or the Assistant Headteacher. All difficulties that are reported will be fully investigated and parents informed of the outcome of that investigation. We use a **restorative justice approach** to help bring about lasting changes and emotional development.

In order for all pupils to learn well it must be safe for anyone to make a mistake, get something wrong, or not understand something. Pupils are expected to **show kindness and respect to their peers** and never to laugh at a classmate who makes a mistake: we learn from mistakes. At all times, we encourage children to be responsible for their actions.

Rights and responsibilities

All members of the Anglo Portuguese School of London (APSOL) family have a right to expect to:

- Feel safe and secure at all times
- Be treated with kindness and respect by others
- Be listened to if a problem arises
- Be given time to explain their actions
- Be able to learn without being disturbed by others

Alongside this, all members of the APSOL family also have a responsibility to ensure that they:

- Uphold the rights of others
- Treat other people the way they would like to be treated themselves
- Talk things through if a problem arises and try hard to see things from the other person's view
- Inform staff if they feel they are being mistreated by others (often this will be their class teacher or via the worry box)
- Try to sort out little misunderstandings or tiny problems without feeling a need to always inform a member of staff
- Respect the right of others to learn.

It is particularly important that pupils inform staff if they have a problem that they cannot sort out themselves. Staff can only act on what they see themselves and what they hear from the pupils.

Aims and school values for all APSolings:

At APSoL, we want every child to:

Communicate – fluently in multiple languages

Explore – develop a love for learning and an inquisitive mind

Challenge – think critically and build resilience

Our Core Values:

Apsolings work together to create a safer, happier and fairer world for everyone. Apsol's values provide an ethos which unites and empowers everyone to gain confidence, think critically, and seize opportunities to excel in an ever changing world.

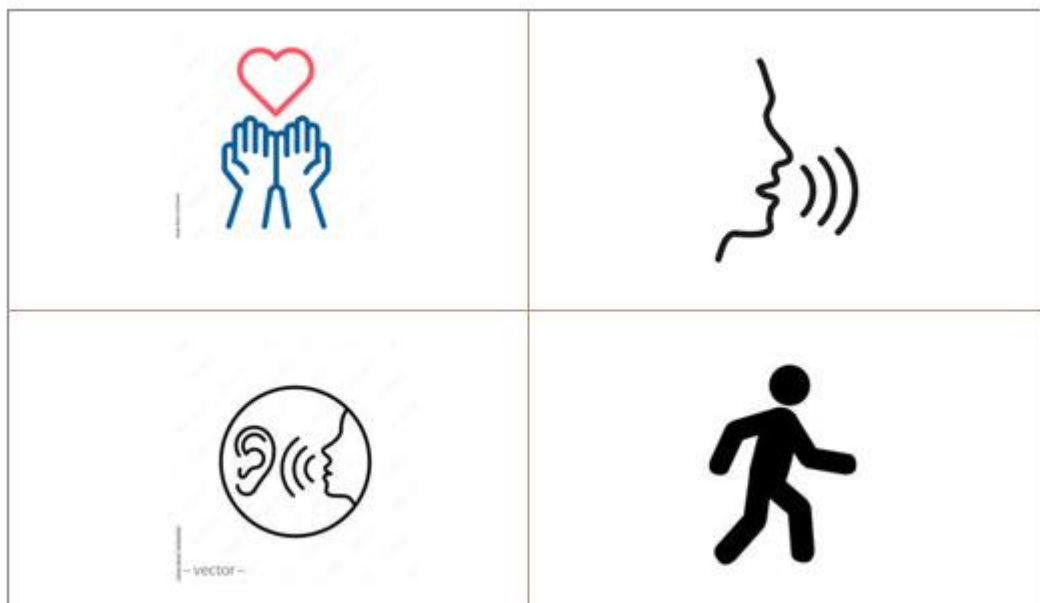
School values in child speak:

- understand our rights and respect the rights of others (respect)
- try my best and not give up (perseverance/self-belief)
- behave with consideration and kindness (empathy)
- care for our environment and our planet (responsibility)
- embrace challenges and put in our best effort (resilience)
- communicate, explore and challenge (creativity)

Our simple behaviour rules are explained to the children as the Calm School Code

The calm school code is a visual aid reminding children of behaviour expectations :

- Listen carefully – to teachers and other children
- Move calmly – safe walking around the school
- Act nicely – kind hands and feet towards others (treat others as you would like to be treated)
- Speak nicely – kind words towards others



Children are supported emotionally through:

- Excellent modelling (all staff)
- Committed staff who deal consistently with behaviour (adherence to behaviour policy)
- Resilience groups (in class)
- Social thinking groups (intervention with support staff/SENCO)
- A well-being mentor (Sports coach)
- External agencies and professionals, where necessary (EP, SALT, Paediatrician)

What happens if things go wrong?

Whilst we are proud that pupil behaviour is constantly identified as a strength of the school by all our external advisers, we are not a complacent organisation. We are also pragmatic and appreciate that sometimes things can go wrong when children are together five days a week for 190 school days! Our aim is to provide a **consistent approach** to behaviour management.

This policy summarises how staff are expected to respond to unacceptable behaviour including our policy on restraint. It outlines how pupils are expected to behave and our system of rewards and sanctions as well as summarising the **roles and responsibilities** of those in our school community with regards to behaviour management.

Our pledge to parents is to do everything possible to:

- Encourage, acknowledge, thank and reinforce good behaviour
- Ensure that pupils are well supervised at all times
- Pre-empt any problems that might arise before they occur
- Spot any signs of bullying, or any signs of a child being treated unfairly
- Deal fairly with everyone involved if there is a problem and ensure that everyone has a right to speak
- Use a restorative justice style approach, providing the opportunity for anyone who is a victim of poor behaviour to be supported and to confront the person who has mistreated them
- Investigate any problem very carefully and sensitively before reaching a conclusion about what occurred
- Deal firmly, but fairly, with children whose actions cause upset and distress to others
- Use any problems that do arise as an opportunity for learning

Definitions of behaviour

We have categorised behaviour into two groups:

1. Poor behaviour choices
2. Serious Incidents which includes bullying and peer on peer abuse

Poor behaviour choices are defined as:

Low-level disruption in lessons, in corridors, between lessons, and at break and lunchtimes

- Non-completion of classwork or homework
- Poor attitude impacting upon their own learning and others
- Inappropriate lining up or movement around school
- Saying or making unkind comments
- Incorrect uniform

It is typical that low level, poor behaviour choices will be dealt with by the Class Teacher. They will deal with the behaviour choices and if needed add a report to CPOMs.

It is expected that the class teacher will take the responsibility for contacting / liaising with parents (when appropriate). Teachers are the pivotal point between school and home and therefore should invest in building relationships with parents in order to understand the child more. These conversations will be done discretely (not at the door with others present). If contact is made with parents, then a note should be logged in CPOMs.

Teachers should feel encouraged to seek help from more experienced members of staff when they feel they need to. If a teacher requests a senior member of staff to be present in a meeting, the parent will be told in advance, to avoid any surprises.

Serious Incidents are defined as:

- Repeated breaches of the school rules
- Any form of bullying, on and offline
- Sexual assault/harmful sexual behaviour/peer on peer abuse: this includes any general behaviour that causes humiliation, worry, embarrassment, pain, fear, or intimidation - for further information, please refer to the school's Safeguarding & Child Protection Policy
- Emotional harm and abuse including body shaming
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic, anti-transgender or discriminatory behaviour or language
- Leaving the classroom without permission
- Repeatedly ignoring teacher's instructions leading to harm of themselves or others

Serious incidents are defined as poor behaviour that escalates and requires a member of the Senior Leadership to become involved. Parents of children involved in a serious incident are always informed, ideally face to face, but also by phone or email - if face-to-face is not possible. The Assistant Headteacher or Headteacher will be the lead member of staff in situations which involve serious incidents of behaviour. Where incidents involve safeguarding concerns, these will be shared with the safeguarding lead on the Governing Body.

All serious incidents should be recorded on CPOMs on the day of the incident (ensuring the Class Teacher, Support Staff as well as the Headteacher and Assistant Headteacher are copied in, alongside the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Wellbeing mentor/SENCO if the incident involves a child on the Safeguarding and vulnerable children register. In addition to this, the person completing the report should verbally notify the Headteacher and Assistant Headteacher and not rely on the electronic notification. This is because all serious incidents should be dealt with on the same day, where possible.

Please note: we are obliged by law to log all racist and homophobic incidents and report these termly to the local authority. These are also reported to our governing body as part of the Headteachers termly report. **Racist, sexist, homophobia, anti-transgender language or behaviour is never considered banter and will / must always be reported.**

Examples of serious incidents may include:

Example of poor behaviour	How staff are expected to respond:
Tries to create chaos and mayhem	Acknowledge the child's feelings, 'I can see that you...' Focus on keeping everyone safe (remove other children, if necessary, call for help) Focus on modifying most serious behaviour
Oppositional and defiant	Be assertive but keep emotional temperature down. Avoid showing anger, irritation or fear. Start each day afresh
Sexually aggressive/inappropriate	Record all incidences very clearly and seek immediate advice from DSL (Designated Safeguarding Lead)
Physically or verbally abusive Bullies other vulnerable children	Avoid threat of removal/rejection - time in not time out. If unavoidable, do so positively e.g. 'I need to get on with the class - you come and sit here until you feel better', use 'I wonder if you are feeling...' but don't ask child to explain
Racism and other discriminatory behaviour	Language or behaviour deemed to be racist or discriminatory will result in a member of the Senior Leadership being involved, and parents will be contacted

Bullying is defined as:

'A sustained action or deed that upsets or harms a pupil so that s/he feels uncomfortable and unhappy and as a result there is an effect on his/her emotional wellbeing.'

In simple terms bullying can be described as deliberately unkind behaviour towards another. This can be through looks, words, or deeds. Persistent bullying is when one person adopts a consistently unkind approach to another over a prolonged period of time. Bullying can involve one person or group by another person or group, where the relationship involves an imbalance of power. We will use personal development time to assist pupils to appreciate this definition by discussing real and imaginary examples.

Specifically, the key features of bullying are:

- It does not happen just once; it goes on over time and happens again and again - it is repeated (the school keeps records of behaviour incidents and will refer to these when assessing an incident/s)

- It is deliberate; hurting someone on purpose - it is not accidentally hurting someone
- It is unfair; the person(s) who bully (ies) is stronger or more powerful (or there are more of them) and even if they are enjoying it, the person they are bullying is not

We will not tolerate bullying of any kind for pupils, staff or visitors to our school.

Our aim is to:

- Prevent, reduce and stop the bullying if and when it occurs
- React to bullying incidents in a reasonable, proportionate and consistent way
- Safeguard the pupil who has been bullied and offer support
- Understand the motivation of the perpetrator and if necessary, safeguard and offer support
- Apply a disciplinary sanction to the bully and ensure they learn from the experience, this is at the discretion of the Headteacher and will follow procedure as outlined in our Equalities Policy
- Safeguarding and SEND (Special Educational Needs and Disabilities) Code of Practice
- Educate all children in order to enable them to safeguard themselves from bullying both in real life and online

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of Violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, up-skirting
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Peer on Peer abuse definition:

Peer on peer abuse is any form of harmful sexualised behaviour which can include physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).

Peer-on-peer abuse can take various forms, including serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

How staff are expected to respond to inappropriate behaviour

Behaviour Protocol

These are our procedures for managing behaviour and do not cover every eventuality. Our overriding principles are:

- Positive role-modelling
- De-escalation
- Safeguarding the learning and welfare of all
- Prompt communication with parents/carers. An expected initial response to low level isolated behaviours

An expected initial response to low-level behaviour

1. Non-verbal sign to refocus / remind (e.g. a 'look' at positioning nearby)
2. Verbal reminder - usually reinforcing the positive and what is expected
3. A quiet private reminder of expectations 1:1 and suggesting a change of behaviour that might help
4. A change of position suggested
5. A cooling down / reflecting time in a relocated area (same classroom or another classroom / supervised learning space)
6. An informal conversation in the child's time (not lesson time)
7. A trial of a suggested strategy (see table below)
8. A writing up of a statement that is appropriate to the behaviour displayed. This to be dated and scanned onto CPOMS
9. An informing of the behaviour to the parents

Behaviour	How staff are expected to respond
Withdrawn Unable to make/keep friends	Introduce a buddy system, friendship buddy
Destroys property	Validate the child's feelings 'I can see that you are angry' - help the child repair/restore where possible
Demanding teacher attention all the time	Notice the child explicitly; give them something to look after for a while. Give child responsibilities for things
Hostile when frustrated	Small step differentiation, use a timer to divide tasks
Poor concentration, fidgeting, turning round	Arrange seating so there is no one behind the child Laugh with the child, even at silly things
Refuses to engage with work	Offer choices and make lessons/tasks very structured - all materials to hand - ignore, distract, give attention to those doing the right thing
Unable to accept praise or have fun	Do praise but do not be too effusive and be specific. Be mindful that private praise might be more acceptable to some children

An expected initial response to persistent challenging behaviour

Should an individual child display persistent challenging behaviour they will be referred to the Assistant Headteacher and then Headteacher. Their parents will be invited to school to discuss their child's behaviour and a plan to be put in place so that home and school are working collaboratively and consistently. The following will automatically result in parents being contacted:

- Physical or verbal abuse
- Refusing to follow instructions when requested
- Destruction of property
- Theft
- Intimidating behaviour

When dealing with conflict all parties will have their say and agree on the way forward. This approach helps to highlight what triggered the behaviour and what might be done in the future to prevent it happening again. When resolving any disputes or falling outs at school we will ask all involved the following questions:

- What happened?
- What were or are you thinking and feeling?
- Who has been affected and how?
- What do you need to feel better?
- What needs to happen now and what can you do to make this happen?

Children may be asked to write their response to these questions. A record of their responses will be scanned onto CPOMS to accompany the staff description of the event and the consequences agreed.

In extreme cases

There are circumstances when it is appropriate for staff in schools and colleagues to use reasonable force to safeguard children and young people. **All cases of restraint must be recorded on CPOMS and the Headteacher and Assistant Headteacher must be made aware.** The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Staff who are likely to need to use physical intervention will be appropriately trained. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate in the context of working with children, and all staff have been given a staff code of conduct to ensure they are aware of correct professional boundaries.

Exclusion – a last resort

Very occasionally a pupil may be excluded from school. This is a serious and exceptional option that has a very set procedure. Any pupil who is deemed at risk of exclusion are closely monitored by the Senior Leadership Team. A behaviour plan will be formed by the Headteacher, parent/s and child and may also involve specialist intervention from Behaviour Support within Wandsworth.

The Head teacher is responsible for exclusions. Fortunately, exclusion is rare and will always be our intention to use the SEND code of practice, SEND or vulnerable children procedures such as EHA (Early Help Assessment) and Individual Behaviour/Safety Plans to support children who have significant behavioural and emotional difficulties.

Exclusions may be given for:

- Serious and persistent disruption to other pupils' learning, including rudeness, disobedience and refusal to adhere to expectations
- Physical violence/abuse to staff and/or pupils
- Threats of violence or any risk to the safety of others
- Persistent swearing at any adult and/or pupils in school particular that of a homophobic, sexist, racist or anti-trans nature.
- 'Harmful' sexualised behaviour - this will be defined and understood using the Brook Traffic light tool as used by CAMHS for their assessments
- Serious or persistent bullying, including discriminatory behaviour
- Serious damage to property
- Persistently leaving the classroom without permission
- Leaving the school grounds during the school day.

However, before considering a fixed-term exclusion, the Headteacher will provide the child with personalised reflection time in a different setting within the school, to support the child to refocus.

If a child refuses to do as asked during this personalised reflection time, **then a Fixed Term Exclusion** will be given.

On the following day, the parent and child will be expected to attend a meeting with the Headteacher. Please note that incidents of a racist, anti- transgender or homophobic nature are reported in a termly return to our local authority and to the Governing Body in the Headteachers termly report.

Confiscation

Any prohibited items found in pupils' possession (including mobile phones, recording devices) will be confiscated. These items will be returned to pupils' parents.

SEND, Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs and disability lead (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Wellbeing/Mental Health Support:

Where there is an ongoing and recognised need for emotional/behavioural support, our Wellbeing Mentor will become involved with the pupil. This could take the form of meeting with parents/involvement in the sanctions or behavioural strategy that has been decided upon or one to one sessions with the child. The development of this relationship can be a helpful tool in the understanding and management of behaviour with the child able to think about and express the feelings and motivations behind their behaviour in a safe and private space. The Wellbeing Mentor can then work with staff to help the child move forward and successfully employ agreed strategies.

Travelling around school

A calm environment results in good behaviour. At APSOL, we have a Calm School Code which reminds children of how to transition safely around the classroom and around the school. Children walk on the left and stay on the left on stairs. During lesson time the expectation is children would transit by walking - not talking. During playtimes and lunchtimes, sensible, quiet and calm behaviour would be expected so as not to disturb others who may be working. Staff use a non-verbal approach 1,2,3 to support all children with calm transitions.

Playtimes and lunchtimes

When children's time is less structured the management of the school is committed to:

- Each playground having an experienced playground supervisor working alongside other staff members
- supervisors establishing clear expectations for members of their team and training them to be effective
- staff leading structured games and play, whenever feasible, to keep as many pupils as possible occupied

We will adopt a graded response to poor behaviour on the playground

1. In the first instance a pupil who is failing to fulfil their responsibility to behave well will be given a clear support and encouragement to make good choices and warning about what will not be accepted and why
2. If the poor behaviour persists the child concerned will be removed from the playground for the duration of that playtime or lunchtime
3. The child will spend time with a senior leader and given some time out to think about and reflect on their behaviour and their responsibilities and how this can be improved going forward
4. The reason for this removal will be clearly explained to the child and (s)he will have a chance to explain why (s)he chose to behave in this way as well as how they will change their behaviour going forward and how we can support them with this
5. If the incident is of a more serious nature, such as the discovery of prolonged bullying, or a fight, the child will be removed from the playground for a longer time period and parents will be informed. The length of time off the playground will be determined by the nature of the offence caused and any previous behaviour concerns that may have arisen. On these occasions our intention is to work in partnership with children and their parents, engaging in a joint problem-solving approach designed to lead to improvements in the behaviour of the child concerned and ensure the safety of others
6. In the most extreme cases parents may be asked to remove their child from the school premises at lunchtimes for a set period of time. Until present, we have never had to use this approach at APSOL. It is stated here very much as a last resort, but it will be used if all other strategies have been tried.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, at a sporting event or when transiting to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding & Child Protection policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Sanctions and Rewards

All classrooms have a behaviour designated zone.

The format is consistent across the school in order that all children and staff understand it fully. This system is progressive and rarely needs to be used as children progress in Key Stage 2. This system is clear and very visual. It allows cover teachers and support staff to see 'at a glance' on entering the classroom who may need support.

The behaviour zone will have a **Galleon** (old sailing ship to represent adventure/exploring in line with the school's mission).

The Galleon will have 5 distinct zones:

APSoL Flag (the very top) – exceptional work and behaviour – these children will have an APSoL badge/stickers and have their name recorded in our APSoL book in the school office.

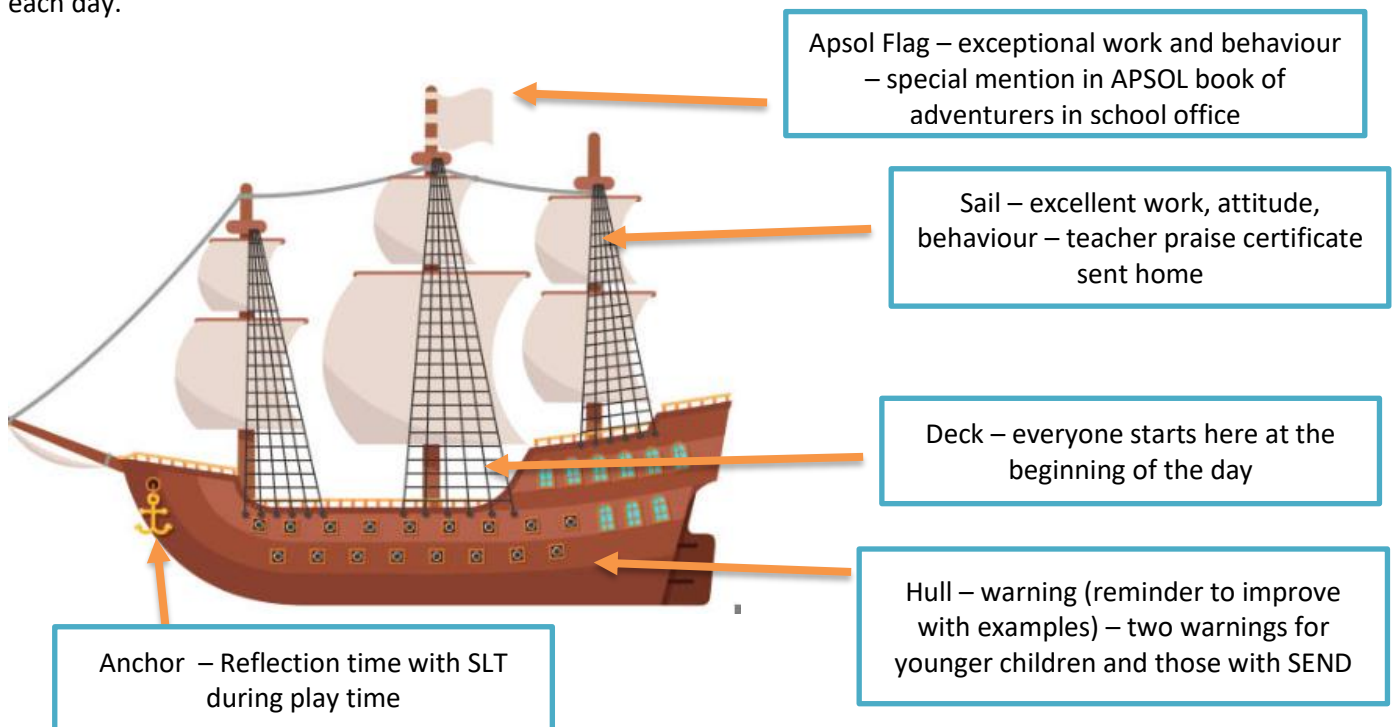
Sail – excellent work, attitude and behaviour (teacher praise certificate to take home)

Deck – everyone starts here every morning (fresh start)

Hull – warning (reminder to do better, examples provided) – two warnings for younger children or those with special educational needs.

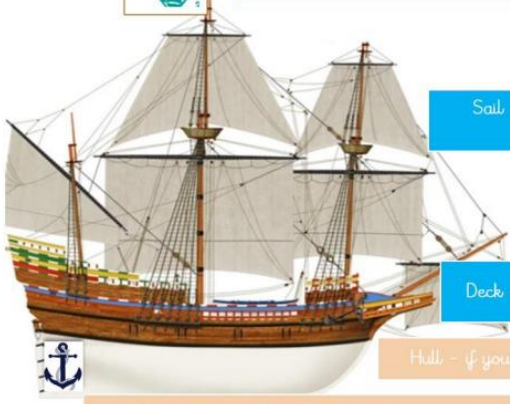
Anchor – reflection with SLT member during play time

****House Points** will be given to children who remain on the Deck, Sail and APSoL flag by the end of each day.



As a polite and happy school, any incidents where harm is caused to others (physically/verbally) or **inappropriate language is used** (swearing), will be dealt with immediately, where a restorative conversation and reflection by the child will need to take place. Please note this will be in children's time, not in learning time as the school has a zero tolerance policy to any behaviour that affects the wellbeing of other children.

Rewards



APSoL Flag - exceptional work and behaviour. These children are Ambassadors. Name written in the APSoL book of honour. Ambassador badge + 20 House points

Sail - excellent work, good attitude and behaviour. Sticker or Teacher praise certificate to take home + 10 House points

Deck - everyone starts on the deck each day. 5 House points

Hull - if you get a warning (or two)

Anchor - children who continue to get warnings will have to reflect with an adult

Everyone starts on the deck at the beginning of the day. If you get a warning, you move to the Hull. But if you improve, you have a chance to get back on the deck.



APSoL book of Honour

- This is a special book for APSoL Ambassadors
- These are children who always:
 - Do good listening
 - Work hard and present their work well
 - Are kind to others
 - Wear full school uniform at all times
 - Help the teachers and help others
 - Don't stop other children from learning

The children who go to the book of Honour, become APSoL Ambassadors and also get a badge to wear at all times! You will lose your right to wear the badge if you ever display unkind behaviours.



We are an Attachment Aware School

This means:

- We pride ourselves on our relationships. We take time to connect with others, and value and respect their contribution to our APSOL family
- We facilitate relative dependency rather than encourage further pseudo independence
- We create emotional safety through sensitive attuned care rather than managing behaviour
- As adults, we are responsible for holding boundaries instead of enforcing more consequences
- We are flexible in our approach rather than rigid
- We focus on strengthening a pupil's internal controls rather than imposing external controls that the pupil might not be developmentally ready for yet
- We encourage relational proximity - time in for the pupil rather than relational withdrawal or distance - time out for the pupil
- We are responsive, not reactive and are preventative not crisis driven
- Our expectations and tasks are based on the emotional and social age of pupil not expectations and tasks being matched to the pupils' chronological age
- We adapt the environment to the pupil rather than expecting the pupil to adapt to the existing environment
- All transitions are identified and prepared for
- We accept accountability for the processes used by education staff rather than only valuing accountability for performance/outcome of pupils
- We use the pupil's history (so far) as the framework in which to interpret behaviour rather than a blank canvas approach
- We aim to strengthen a pupil's sense of self rather than assuming the pupil is robust enough to manage everyday opportunities and stressors
- We use relational influence to create motivation rather than the use of rewards and sanctions to create motivation
- We aim to attend to the attachment needs of the pupil rather than assuming all attachment needs have been met

- Our wellbeing mentor, worry box and special safe places, help all pupils to feel safe.

Attachment development underpins the way we deal with behaviour and relationship issues at APSOL

We have several behaviour statements at APSOL to address different behaviours. All of these are underpinned from a position of kindness and respect to peers within our APSOL Family. They outline very clearly what is accepted and what is not accepted and why so that all are clear on why certain behaviours will not be tolerated. As an attachment aware school, we deal with behaviour from an educating position, so that children are supported to change their behaviour and learn to treat others with the kindness and respect deserved. We pride ourselves on:

- Reinforcing the positive and explaining why behaviours are good
- Our relationships and the behaviour that is modelled to the children

Zones of Regulation

The Zones of Regulation are a system of self-regulation recommended by the Educational Psychology Service to help pupils self-regulate in both the classroom and playground. Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. The lessons and activities are designed to help pupils recognise when they are in different zones as well as learn how to use strategies to change or stay in the zone, they are in. In addition, to addressing self-regulation, pupils will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, a clearer perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem-solving skills.

It is important to note to children that everyone experiences all of the zones - the Red and Yellow Zones are not 'bad' or 'naughty' zones. All the zones are expected at one time or another. The Zones of Regulation is intended to be neutral and non-judgmental.

Supplementary Reproducible E for Elementary Ages

THE ZONES OF REGULATION

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

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Adapted from The Zones of Regulation 2-Storybook Set | Available at www.socialthinking.com

There are many ways in which we Promote Positive Behaviour:

- Encouraging good behaviour through frequent and specific praise
- Clear, simple and consistent rules, sanctions and rewards
- Good communication with parents and sharing of successes
- Celebrating success through various approaches: House points, Teacher praise certificate, special book in the office
- Celebration assembly on a Friday
- Using any issues that do arise as an opportunity for learning through circle time
- Explicit teaching and learning through our PSHE curriculum (Jigsaw PSHE)
- Headteacher Awards and certificates
- Celebrating in newsletters and assemblies

Parent partnership

We aim to always work in close partnership with parents to ensure that we continue to achieve outstanding behaviour. **We have an open-door policy.** Parents are encouraged to report any concerns quickly, firstly directly to the class teachers. Parents should aim to try to:

- Remain calm and objective about what has happened, keep what has occurred in proportion
- Adopt a collaborative, problem solving approach
- Avoid any actions that might inflate the problem, such as publicizing it to others by e-mail, Twitter, WhatsApp groups or on Facebook, as such actions can cause a great deal of bad feeling.

If issues are unresolved, parents can then seek advice and support from the Class Teacher or a Senior Leader following which concerns are escalated to the Headteacher. The school will take seriously and investigate all allegations of peer-on-peer abuse and bullying via the following steps:

What we will do	How we will do it
Interviewing all children involved after receiving a report on bullying and/or peer on peer abuse	Children may be requested to write a report of what happened (age dependent) and/or speak to a member of staff. Following any interview, notes will be made and shared with the DSL. It is at the Headteacher's discretion whether parents will be involved in these meetings and depends upon the nature of the complaint.
Communicating with all parents after receiving a report of bullying and/or peer on peer abuse	The school aims to communicate all outcomes and respond to all concerns/complaints promptly, this will be by the Headteacher or member of the Senior Leadership Team.
Communicating with the Governing Body	If of a 'serious incident' nature, the Headteacher will inform the safeguarding, chair of the incident/complaint/concern.
Involvement of other services	If of a 'serious incident' nature and considered to be peer on peer abuse, this will warrant a report to the Single Point of Access and may lead to intervention from social care and or health and or The Police. This action will be at the discretion of the DSL or a member of the Safeguarding team. In addition to this, it may be appropriate for the school's police liaison officer to complete some proactive work with an individual, group or class of children in school.
If a child is at immediate risk or there has been criminal behaviour	The school will ring 999 and report to the police.
Headteacher decision on a sanction	Based on the outcome of the investigation the Headteacher will make the final decision on an appropriate sanction following our safeguarding and behaviour policy and our SEND Code of Practice. The Safeguarding lead and Chair of Governors will be informed of the outcome as will the parents within 24 hours. Exclusions are always followed by return to school meetings that involve pupil, parent, Headteacher, Governor and a representative from the local authority. Following this further action may be required such as a safety plan (risk assessment) for that child - reviewed fortnightly.
Headteacher decision on support for pupil who has been bullied	Based on the outcome of the investigation the Headteacher will speak with the child who has been bullied and with the child's parents to understand

	their wished in how to move forward. Our approach is for timely support and a partnership as opposed to removal of pupils or staggered playtimes.
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Roles and Responsibilities

The Governing Body & Safeguarding Governors are responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher and monitoring the policy's effectiveness
- Holding the Headteacher to account for the implementation of the policy. They will gather evidence to enable the safeguarding working party to evaluate the impact

The Headteacher is responsible for:

- Reviewing this behaviour policy in conjunction with the Safeguarding Governors, giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure consistency

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (on CPOMS and ensuring relevant staff are alerted)
- The senior leadership team will support staff in responding to behaviour incidents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and online behaviour policies
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Our Headteacher/Principal is **Marta Correia**

Our Assistant Headteacher is **Lucy Mathieson**

Our Designated Safeguarding Lead is **Marta Correia**

Our Deputy Designated Safeguarding Lead is **Ricardina Oliveira**

Our wellbeing mentor is **Regan McDonald**

Our SEND leader is **Anna Chalcraft**

Our Governor with responsibility for looked after children is **Chris Toye and Regina Duarte**

Last reviewed:

Next Review:

Appendix 1

Key principles for Headteachers to help improve school behaviour

Policy:

- Ensure absolute clarity and consistency about the expected standard of pupils' behaviour
- Ensure that behaviour expectations are understood by all staff, parents and pupils
- Display school expectations clearly in classes and around the building. Staff and pupils should know what they are

Leadership:

- Model the behaviour you want to see from your staff

Building:

- Visit the lunch spaces and playground and be around at the beginning and the end of the schoolday
- Ensure that other Senior Leadership Team members are a visible presence around the school
- Check that pupils come in from the playground and move around the school in an orderly manner
- Check up on behaviour outside the school
- Check the building is clean and well-maintained

Staff:

- Know the names of all staff
- Praise the good performance of staff
- Take action to deal with any inconsistency and/or failure to follow the behaviour policy

Children:

- Praise good behaviour
- Celebrate successes

Teaching:

- Monitor the amount of praise, rewards and sanctions given by individual staff
- Ensure that staff praise good behaviour and work
- Ensure that staff understand the individual needs of pupils

Individual pupils:

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them
- Put in place suitable support for pupils with behavioural difficulties

Parents:

- Build positive relationships with the parents of pupils with behaviour difficulties

Appendix 2

Behaviour checklist for teachers to help get the simple things right

Classroom:

- Be POSITIVE and CONSISTENT
- Identify children being good, offer praise and explain why
- Focus on learning behaviour expectations
- Use emotion coaching techniques
- Have a visual timetable on the wall
- Follow the school behaviour policy
- Know the names and roles of any adults in class
- Meet and greet pupils when they come into the classroom
- Display rules in the class - and ensure that the pupils and staff know what they are
- Display the tariff of rewards in class
- Have a system in place to follow through with all rewards

Pupils:

- Know the names of children
- Have a plan for children who may display challenging behaviour
- Ensure other adults in the class know the plan
- Understand pupils' needs

Teaching:

- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing and say why
- Stay calm and positive
- Have clear routines for transitions and for stopping the class
- Teach children the class routines
- Be consistent

Parents:

- Give feedback to parents about their child's behaviour - let them know about the good days, as well as the bad ones

Appendix 3

Pupils' conduct outside the school gates - teachers' powers

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable."

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

OR misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- pose a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Appendix 4

KS1 Healthy Relationships Statement

Our school is a safe school

We have good and happy friendships

We are loyal and kind to each other

We do not hurt each other, and we must listen when someone asks us to stop

If we do not like someone's behaviour to us or someone else, we are brave enough to tell them

Our bodies are private, and no one can touch us if we say NO

We can think for ourselves and make our own decisions

We feel strong when we say NO

If we are feeling worried, we can talk to a trusted adult

We know that our teachers' job is to keep us safe

Our school is a happy place, and we are proud of this

Appendix 5

KS2 Healthy Relationships Statement

Our school is a safe school

It is all of our responsibility to make sure this is true

Everyone at our school has a right to feel safe and respected

Boys and girls respect each other and have good friendships

We do not hurt each other, and we understand that if someone does not consent to something then we must stop

We do not make comments about other people's looks or bodies

If we do not like someone's behaviour to us or someone else, we are brave enough to tell them

Our bodies are private, and no one can touch us without our consent

It is not ok to stand by and watch when someone is behaving in a disrespectful way

We want our school to be a happy place

We make our own decisions, based on what we know is right

We can say no if we do not like someone's behaviour

We feel strong when we say NO

If we need to, we feel confident in reporting a problem to a trusted adult

We will never feel embarrassed about this or think that having a problem is our fault

We can talk to someone or use our Worry Box

We can trust the adults at school to listen to us and take us seriously

Their job is to keep us safe and happy

Inappropriate behaviour **will not be tolerated** in our school - we are proud and happy about this

When we leave APSOL we will remember how important respect and kindness are, and we will be strong enough to call out our friends if they forget.

Appendix 6

Name Calling Statement

Name-calling is a bullying behaviour

- It is verbal abuse
- It is not acceptable behaviour
- Children who name call have not learnt a simple and very important rule about living as part of a large school family: everybody has a right to be treated with kindness and respect
- When somebody abuses you or your family it makes you feel hurt, upset and angry
- That person is trying to take away your self-confidence
- Sometimes name calling may start as fun but it almost always causes distress and it often leads to more serious things happening, such as fighting

We will never tolerate verbal abuse at our friendly, polite school

Ways of dealing with verbal abuse:

- Do not name call back - this makes things worse
- Tell the person who called you a name "*Do not be rude and offensive.*"
- Be assertive (speak clearly and firmly), but avoid being aggressive (never be threatening or place your hands on the other person)
- If you can manage it try not to show the other person that you are upset
- Tell a friend so that you have some support
- If it is silly behaviour try to ignore it, but if it continues tell a staff member that it is happening
- Whenever you can try to sort things out without telling a staff member
- Talk to your parents about it only if you feel you need their support
- Be proud of who you are

Remember: it is the person who is calling you a name that has the problem, not you.

The school's response to name-calling

- Children who name call will miss their playtimes for a day
- If they continue to name call their parents will be called to the school to discuss their behaviour

Appendix 7

Racial Abuse Statement

Racist name-calling is an offensive, bullying behaviour.

- It is verbal abuse
- It is not acceptable behaviour and will not be tolerated
- Calling someone a rude and offensive name is bad enough, referring to a person's racial background when doing so makes it even worse
- All children are born equal whatever their gender, skin colour, racial background, religious beliefs or first language. London is a successful example of a tolerant, multi-cultural society and it is everyone's duty to respect diversity
- Children who racially abuse others have not learnt a simple and very important rule about living as part of a large school family: everybody has a right to be treated with kindness and respect
- When somebody abuses you or your family it makes you feel hurt, upset and angry
- That person is trying to take away your self-confidence

We will never tolerate racial abuse at our friendly, polite school.

Ways of dealing with racial abuse:

- Do not name call back - this makes things worse
- Tell the person who called you a name "*Do not be rude and offensive. How dare you be racist!*"
- Be assertive (speak clearly and firmly), but avoid being aggressive (never be threatening or place your hands on the other person)
- If you can manage it try not to show the other person that you are upset
- Tell a friend so that you have some support
- Report to a teaching staff member exactly how you were spoken to
- Talk to your parents about it only if you feel you need their support
- Be proud of who you are. Remember: it is the person who is being racist that has the problem, not you

The school's response to racial abuse

- Children who name call will miss their playtimes for a day and write out this policy
- If they continue to name call their parents will be called to the school to discuss their behaviour

Appendix 8

Homophobic Abuse Statement

We live in a society that allows people the freedom to make their own decisions about how they choose to live. This is a free country and everyone within it has the right to reach their own decisions. Adults live in many different arrangements:

- Some grown-ups live alone
- Some are married and live as man and wife
- Sometimes a man and a woman live together in a relationship, as a couple, and choose not to marry
- Sometimes two men live together in a relationship, as a couple. These men may, or may not, be married
- Sometimes two women live together in a relationship, as a couple. These women may, or may not, be married.

Whatever decisions people take they should be respected by others. This is what happens in a civilised, tolerant society. Everyone is entitled to their own views about these different arrangements, but they should always accept and respect the choices made by others.

The word 'gay' is used in our society to describe two men, or two women, who are together, in a relationship, as a couple. It is not a bad word and it is not a word of abuse. It is a word that describes two people of the same gender who are a couple. Sometimes children use the word, wrongly, in an unkind and abusive way. This is a form of name calling which is called homophobic bullying. It causes offence and upset to others.

All offensive name calling is unacceptable and will not be tolerated in our polite, friendly, school. It will always be challenged and firm action will be taken against anyone behaving in this unacceptable way. As we grow up we are learning the importance of accepting that people are different and that they have the right to be different.

Appendix 9

Bad Language and Swearing Statement

At APSOL, we have a 'zero tolerance' approach to bad language and swearing.

- It is not acceptable behaviour. There is nothing big, or cool about it. It is a crude and vulgar way of talking and we will not tolerate it in our polite, friendly school
- The English language contains such a large number of wonderful words and we expect children to express themselves by making good choices about the words they use
- Bad language and swearing is offensive. It is anti-social and it upsets others
- Therefore, it will **not** be tolerated
- When others hear bad language or swearing, it makes them feel distressed, intimidated, or even scared. This is unacceptable
- All members of staff will challenge children who speak in this way
- Children who behave like this have not learnt a simple and very important rule about living as part of a large school family: everybody has a right to be spoken to in a polite and respectful manner

The school's response to swearing and the use of bad language

- Children who use bad language or swear will need to write out this statement and miss their playtimes for a day
- If they continue to use bad language or swear their parents will be called into school to discuss their behaviour

We will never tolerate bad language or swearing at our friendly, polite school.

Appendix 10

Behaviour in Assembly Statement

At APSOL, we have a 'zero tolerance' approach to disrespectful behaviour. In assembly, we expect children to behave in a courteous manner.

We expect:

- Children to enter assembly in silence
- Children to listen attentively in assembly
- Children to remain facing the front
- Children to share and discuss with peers, when requested
- Children to follow the instructions of the adult leading the assembly

We do not tolerate:

- Children talking when they are supposed to be listening
- Children not facing the front when they are supposed to be

These behaviours are disrespectful to the person who is leading the assembly. We are a polite friendly school and we respect and value others.

To talk during assembly when others are trying to listen is not fair, appropriate or acceptable. It means that others cannot listen properly and this is frustrating and distracting for all concerned. It means the assembly is interrupted.

All members of staff will challenge any child who behaves in this way. Children who behave like this have not learnt a very simple and important rule about living as part of a large school family: everybody has a right to learn. Everybody has a right to be respected. The school's response to poor behaviour in assembly is very simple:

1. Children who talk inappropriately in assembly will be given a non-verbal warning.
2. If the behaviour continues they will be asked to stand for a short period while they reflect.
3. Upon sitting, if the behaviour continues they will be moved to sit at the front of the assembly hall. Children who cannot behave appropriately, whilst sitting with their peers, will sit at the front of the assembly hall until they earn the right to sit back with their peers. A member of the leadership team will decide when this is appropriate after talking with the child about behaviour choices.
4. KS2 (Key Stage 2) children who talk in assembly will have to write out this statement and miss playtime. A copy of the write-up will be dated and kept on file.

We will not tolerate poor behaviour in a friendly, polite school. We want our school to be full of learning, love and laughter.

Appendix 11

EYFS (Early Years Foundation Stage) & KS1 (Key Stage One) Online Safety Agreement

Our school rules for internet and phone use - these rules will keep everyone safe and help us to be kind to others:

FOR PUPILS:

- I will ask permission before using a computer, iPad or phone and before going online
- I will only use a device in a shared space where an adult can see my screen
- My parents and carers will decide on an agreed amount of screen time for me
- I will only access content that is appropriate for my age
- I will close any page I am uncomfortable with and then tell an adult I trust
- I will only chat to or message people I know and trust when I am online
- The messages and posts I send will always be kind and friendly
- I will tell my teacher if any unkind messages are sent to me
- I will only change or delete my own work
- I will ask permission before downloading anything at home
- I understand that I need to ask my parents or carers when a payment is needed
- I will not give out any personal information online, such as my name, phone number or address
- I will not upload images or videos of other people without their permission
- I will never arrange to meet anyone that I have met online
- I understand that the school and my parents and carers will monitor my devices

FOR PARENTS/CARERS:

It is our experience that families who have established firm guidelines around online use when their children are young, have a much easier time once they reach secondary school age. This good practice becomes a habit and allows a sense of the child being in control rather than the device controlling the child.

It is our hope that by providing a suggested framework, we will enable parents/carers to feel confident in drawing up a contract with their children, which reflects them as a family - rather than pressure they may feel from children and their peers.

Best Practice guidelines for primary school age children:

- Your child must provide the passwords on all digital devices used in the home
- Digital devices should be left downstairs in a centralised area of the house at bedtime - If your child claims the need to have the telephone as an alarm, buy them an alarm clock
- Devices are used only in public areas of your house - no devices in bedrooms
- Insist on house rules being acknowledged by guests, as well as by your own children

Appendix 12

KS2 (Key Stage 2) Online Safety Agreement

Our school rules for internet and phone use - these rules will keep everyone safe and help us to be kind to others:

FOR PUPILS:

- I will only communicate with people I know and trust when I am on my phone or online
- My parents and carers will decide on an agreed amount of screen time for me
- I will be responsible for my behaviour when using the internet, including social media platforms, games, and apps. This includes the resources I access and the language I use
- The messages I send and comments I post will be polite, friendly and positive - I will remember what we have learnt about respect for other people and their feelings
- I will not share or forward material or messages that could be considered unkind, threatening, bullying, offensive or illegal
- I will think for myself before I share anything online
- I will report to a safe adult or CEOP (Child Exploitation and Online Protection) any unpleasant material or messages sent to me or others
- I know that I should not delete any messages or images that may be needed as evidence - I can screenshot anything I need to keep and show to an adult
- I will not deliberately look for, download, or upload material that could be considered offensive or illegal - if I accidentally come across any such material, I will report it immediately to a safe adult
- I will only access content that is appropriate for my age
- I will immediately close/minimise any page I am uncomfortable with and tell a safe adult
- I will not give out personal information online, such as my name, phone number or address
- I will not share my passwords with anyone
- I will not upload or share images or videos of other people without their permission
- I will never arrange to meet anyone that I have met online
- I will only access, edit or delete my own work files when I am working at school
- I will not attempt to download or install anything without permission
- I will be aware that I need to ask my parents/carers when payment is required for something
- I understand that the school and my parents/carers will monitor my computer files, emails, phone, websites, and apps that I have used

FOR PARENTS/CARERS:

In giving a child a smartphone, tablet or computer with no restrictions or monitoring, you are saying: “...Off you go; you can go wherever you like, with whomever ever you like, wear as little as you like and be out as long as you like. And you don't need to tell me where you have been, who you have been with, or what you have been doing.”

If you chose not to monitor your child's use of social media and the internet, you are providing all the freedoms described above. We therefore urge you to consider whether you are doing all you can to protect your child from engaging with inappropriate content. It is important to highlight that, in most cases, you, as parents, are the ones paying for internet or phone contracts.

Ultimately, therefore, the device is in your name and, crucially, its user history is traceable and accountable to you.

We would politely remind you that the majority of social media platforms require a minimum user age of 13 years (WhatsApp is 16 years of age). If your child is in Year 5 or Year 6 and has access to WhatsApp, they will have had to lie about their age, which is a violation of the user agreement each platform requires. Whilst there is no enforceable legal consequence in doing this, there is a reason age limits are set. Whilst joining social media is theoretically free, data collection is taking place - which in turn is sold to data brokers, who then target specific and personal advertising to the user. This content will therefore be tailored for an older user. As a result, the content may not be appropriate for your child.

Best Practice guidelines for primary school age children:

- Your child must provide you with access to all passwords on all digital devices used in the home
- Digital devices should be left downstairs in a centralised area of the house at bedtime - if your child claims the need to have the telephone as an alarm, buy them an alarm clock
- Devices are used only in public areas of your house - no devices in bedrooms
- Insist on house rules being acknowledged by guests, as well as by your own children
- Check social media/photo reels regularly - you may wish to agree spot-checks but emphasise that you would prefer monitoring to be in the form of directed co-use with your child. This may lead to some enlightening conversations.

It is our experience that families who have put these guidelines in early have a much easier time once children reach secondary school age. This good practice becomes a habit and allows a sense of the child being in control rather than the device controlling the child.

Appendix 13

Toilets

At APSOL, in our toilets and cloakroom areas, we behave calmly and respectfully. This means:

- We are calm and quiet
- Only one person goes in each toilet cubicle
- Privates are private
- We flush the toilet when we have finished
- We make sure we leave the toilet ready for the next person

We always take responsibility for all our behaviour.

We are proud of our school.

We treat everyone and everything with respect.

Appendix 14

Zones of Regulation

(Coloured sheets displayed in classrooms)

Supplementary Reproducible E for Elementary Ages

THE ZONES OF REGULATION

The ZONES of Regulation

			
<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

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Adapted from *The Zones of Regulation 2-Storybook Set* | Available at www.socialthinking.com

A critical aspect of the **Zones of Regulation** is that all staff members know and understand the Zones language. This creates a supportive environment for the pupils to practise their self-regulation skills. It also helps the children learn the skills more quickly and be more likely to apply them in different situations. Staff members support the children in a variety of ways including:

- Using the language and concepts of The Zones to emphasise that we all experience different zones and can use strategies to regulate ourselves. For example, *'This is really frustrating and makes me feel in the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths.'*
- Helping pupils gain awareness of which zone they are in by pointing out observations
- Validating the zone, the child is in and help them to brainstorm expected ways to self-regulate so their behaviour is expected for the context
- Sharing with pupils how their behaviour is affecting the zone the adult, or their peers is in, and how it makes them feel

- Encouraging the pupils to use the language of The Zones to communicate their feelings
- Asking the children to frequently share which Zone they are in, for example: check-ins after playtime, or lunch
- Positively reinforcing and giving praise when children recognise their zone and manage their behaviour while in it

It is important to emphasise to children that everyone experiences all of the zones - the Red and Yellow Zones are not 'bad' or 'naughty' zones. All the zones are expected at one time or another. The Zones of Regulation is intended to be neutral and non-judgmental.

Blue Zone



Green Zone



Yellow Zone



Red Zone



Appendix 15 – Key Stage two reflection

Name: _____ Class: _____ Date: _____

What happened?

What were or are you thinking and feeling?

Who has been affected and how?

What do you need to feel better?

What needs to happen now and what can you do to make this happen?

Appendix 16 – EYFS and KS1 reflection (draw/write)

Child's name:

What choice did you make?

How can you change this to a good choice?

How will you feel?