

Respectful Relationships Policy 2021

A Restorative Approach for Behaviour Management



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A. [Protect, Relate, Regulate and Reflect](#)

We are committed to educational practices which **Protect, Relate, Regulate and Reflect:**

[To Protect](#)

- Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door, eye contact, smiling in the corridors, clear and calm end of day routines, initiating conversations with children and an open door policy for informal discussions with parents/ carers.
- Staff are playful, accepting, curious and empathetic (the **PACE** model of interaction- Dan Hughes 2015) which are proven to shift children out of flight/fight/freeze positions.
 - **Playfulness** - conveying optimism and keeping things light: can be linked to children's interests.
 - **Acceptance**- non-judgmental and accepting the child for who they are not who you want them to be: time to initiate any repair.
 - **Curiosity**- showing an interest in the inner life of the child: discover who they are.
 - **Empathy** - getting a sense of what they are experiencing and validating this (not what you think they show, feel/dismiss how they are feeling): getting alongside the children and letting them know you are getting how they are feeling (through mirroring, noticing how they are presenting etc).
- Staff have continuous professional development on understanding the specific needs of children, including sensory integration, learning needs and emotional needs.
- Staff ensure that social interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).

Staff explain why a behaviour or comment may be disrespectful instead of instantly 'telling off'.

- There is a whole school commitment to model patience and calmness at all times and avoid the use of harsh voices, shouting, put downs, criticism or shaming (proven to be damaging psychologically and neurologically). Staff support each other by 'tag teaming' when dealing with challenging behaviours. It is important that staff work together in ensuring this commitment is evident throughout the school and the Headteacher should be informed if there are any concerns.
- Staff 'interactively repair' occasions when they themselves move into defensiveness, by recognising their reactions, apologising to the children and consciously building bridges and restoring the relationship.
- Vulnerable children have daily access to a number of trusted, emotionally available adults and know where and when to find those adults.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground/hall can access a calmer, smaller areas with emotionally regulating adults).
- Staff provide a clear, confidential and non-shaming system of self-referral for children's help/talk time. All classrooms have 'worry monsters / worry boxes' to share worries with class teachers and also a system in place for self-referring to speak with a trusted adult.
- Staff are nurtured in such a way that they feel truly valued and emotionally regulated in order to support children in interacting throughout the school day with positive social engagement rather than defensiveness.
- Pedagogic interventions are used that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

To Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally-available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

To Regulate

- Relational interventions are in place which are specifically designed to bring down stress hormone level in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress induced physical and mental illness, now and in later life. Class teachers ensure that there are fun activities in the classroom to encourage teamwork and human connections, a level of calmness and presence, as well as a strong PSHE curriculum.
- Evidence based interventions are in place that aim to repair psychological damage caused by traumatic life experiences through emotionally regulating, playful, enriched adult-child interactions.
- Sensory and whole body strategies will contribute towards regulation, as well as the consistency and reliability of routine.
- Staff act with kindness and show empathy, making it clear that the child is liked and all is 'Ok' - this reduces any shame which can trigger increased dysregulation.

- The emotional wellbeing and regulating of staff are treated as priority to pre-empt burn-out, stress induced illness or feeling undervalued.

To Reflect

- Staff value good listening, dialogue, empathy and understanding.
- Staff use the **PACE** approach to help the child make sense of what may be going on - give them a narrative.
- Skills and resources are provided to support parents/carers and staff in meaningful empathic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their emotions in their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff, children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of working through these experiences and memory reconsolidation. This can include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.
- PSHE is taught as a preventive input, informed by current research on mental health, relationships, emotions, social media and tools for how to do life well. Curricular content enables children to make informed choices about how they relate to others, how they live their lives and how they treat their brains, bodies and minds.
- Training is provided to help children move from 'behaving' their trauma and painful life experiences, to reflect on those experiences. Staff learn to do this through empathic conversations, addressing children's negative self-referencing and helping them to develop positive, coherent narratives about their lives.
- A behaviour policy based not on 'punishment' but teaching children how to take responsibility for their actions by firstly understanding their emotions and behaviours, teaching self-regulation, resolution and interactive repair – through a restorative approach and conversations.

B. The Restorative Justice Approach

The Restorative Approach process bring those harmed and those responsible for the harm into communication enabling everyone affected by a particular incident to play a part in understanding and repairing the harm, finding a positive way forward for everyone.

The 5 stages/key questions are:

What happened? Drawing out each person's perspective one at a time.

What were you thinking and feeling at the time? What each person was thinking at the time and now (Thoughts and emotions influence actions)

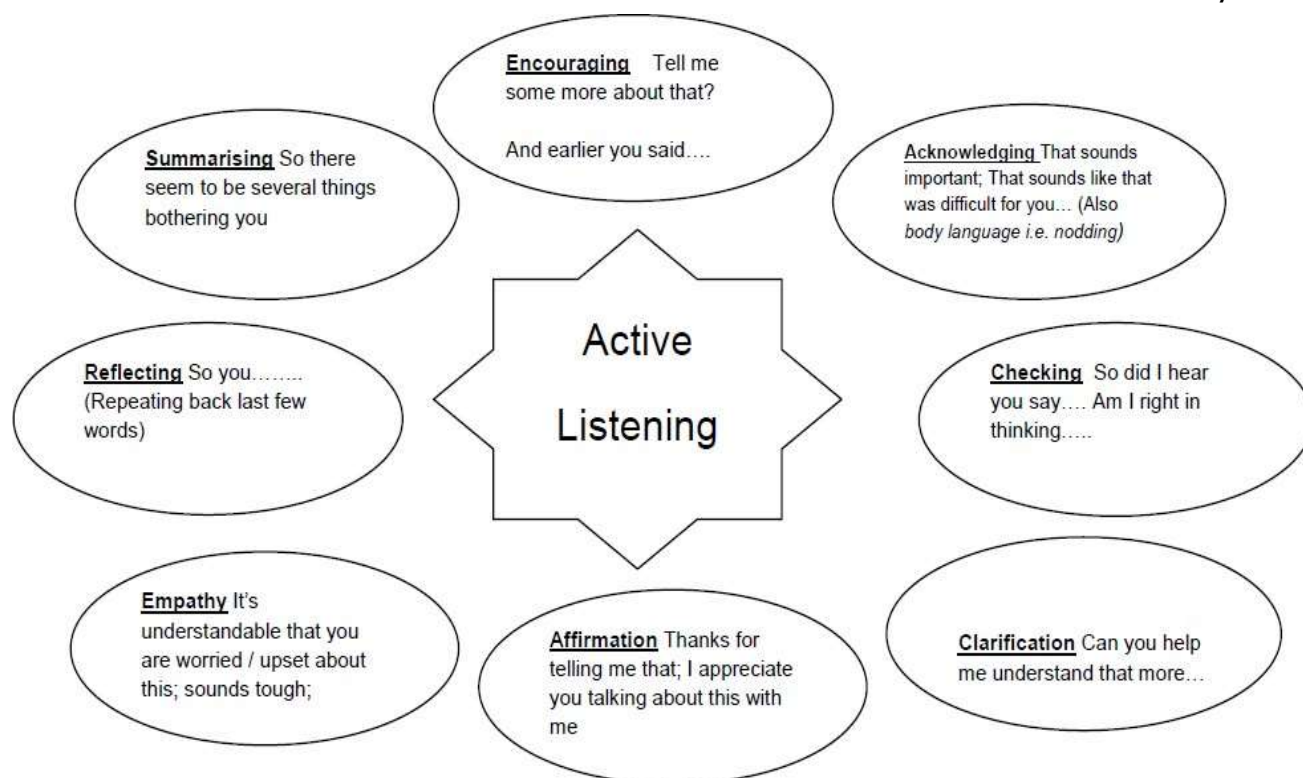
Who has been affected? Who has been harmed/affected and how? (Developing empathy)

What needs to happen to put things right? What those affected need to feel better, move on, repair harm and rebuild relationships.

What could you do differently in the future? Staff support children in reaching an agreement. (Collective responsibility for problem solving and decision making. What have you learnt?)

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving children this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if children reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the children in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved in a fair and consistent way.



C. **GOLDEN TICKETS – Whole School Reward System**

Golden tickets are given as a consistent approach for rewarding and encouraging positive behaviour (following all our Golden Rules). Golden Tickets may be awarded for any actions, virtues or attitudes which are deemed noteworthy and may include:

- Focused learning/effort to '**Enjoy, Engage, Excel**'.
- Displaying respectful manners and practising our virtues.
- Displaying a caring attitude towards others.
- Following Rights Respecting 'Articles'.
- Being **Ready, Respectful and Safe** – by following all of our Golden Rules.

When awarding the Golden Tickets, the member of staff should reinforce the positive behaviour e.g. '[You can have a Golden Ticket for carefully listening and following all instructions](#)'.

Once awarded, a Golden Ticket can never be taken back. They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose, in the first instance, to reward the child on task (shine a light on the positive) rather than apply a consequence to the child who is not.

The reward system is class led by teachers.

For noteworthy behaviour – a Golden Ticket is awarded (recorded in class – as a private individual tally and/or whole class tally)

- Golden Tickets are celebrated weekly in class and whole school assembly- 'Golden Class Leader'.
- Commendations and awards are recorded by the class teacher.
- Half termly class celebration when the class team reach an agreed team total of tickets! This works alongside other class awards such as the 'marble jar'.

A Golden Ticket can be awarded by any staff member to any child at any time. All staff should carry 'Golden Tickets' to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

Weekly Star of the Week + Golden Class Leader

A weekly 'Star of the Week' assembly is dedicated for the praise and recognition of children who have made noteworthy progress for Enjoying, Engaging and Excelling in their learning and/or recognition of efforts towards a personal target. 'The Golden Class Leader' is celebrated at this time.

D. Stepped Approach – Actions to Support Positive Behaviour Choices

Staff aim to **prepare, pre-empt and plan** for a 'Golden Classroom Environment', to support positive behaviour choices to happen before a stepped approach is required.

	Stepped Approach	Actions to support positive behaviour choices
*	Redirection Reminder	Spot the signs. Gentle encouragement, a 'nudge' in the right direction, small act of kindness, tactically ignore (private signals can be agreed and used). A gentle reminder of the Golden Rules – expectations to be Ready, Respectful, Safe . Repeat reminders if necessary – use 'we' script: Name, we expect ... thank you (Sam, we expect everyone to listen, thank you). De-escalate where reasonable.
1.	Verbal Warning	Stay 'green'. A clear verbal caution delivered privately wherever possible, making it clear that the behaviour exhibited is not acceptable. A choice is given and the consequence is made clear if not followed (see sentence 'scripts')
2.	VISUAL Reminder PURPLE POLISHING CARD	Slow down. Place a 'purple polish' card next to the child as a visual reminder, walk away. This is recorded by the teacher (sensitive adaptation if required). The child knows this is the 'reminder' (purple polishing) stage – it is ok! They can still make a positive choice to avoid the consequence. If a child continually receives a purple card during a day, they will be required to complete a restorative reflection form during their break or lunchtime.
3.	Consequence Reflection Time in Class	Stop. Follow through with the consequence and strategies to regulate. Child reflects away from others (use of sand timer) – a restorative reflection form and restorative questions to be used here – to remind child of strategies to use in the future. Speak to the child privately. Reset of behaviours, ready for a fresh start in the next session.
4.	Reflection Time away from class	If the child refuses the consequence or the behaviour repeats in the same session, the child will be moved to another room in the school for 10 minutes or the remainder of the lesson. All reflection time away from class must be recorded on CPOMS and communicated with the family on the same day. Child to complete behaviour restorative reflection form. A restorative meeting with the teacher should take place before the next session.
5.	Reflection and Restorative Approach	If the child does not engage, the teacher should call on support from SLT. If a child has 3 restorative reflections in a week, a warning letter is sent home. If no improvement is seen in the following week, a partnership meeting is arranged between the class teacher and family to discuss behaviour expectations. A home and school communication target log will be set up and monitored daily, over two weeks. To record on CPOMS.
6.	Formal Restorative Meeting	A formal behaviour plan with clear targets will be agreed and put in place if persistent disruptive behaviours continue. This meeting will involve the teacher, family, SLT and referrals to external agencies, in order to avoid exclusion. The child's voice is heard and their suggestions form part of the agreement.

These practical steps in managing and modifying behaviour holds children responsible for their behaviour. Staff will use the stepped approach for dealing with poor behaviour choices.

Summary:

The reminder of Golden Rules - A reminder of the expectations for children to be *Ready, Respectful, Safe* is delivered to the child. The teacher makes them aware of their behaviour. The child has a choice to do the right thing.

The Verbal Warning and Visual Reminder - A clear verbal warning delivered privately to the child (when possible) making them aware of their behaviour and clearly outlining the consequences if they continue. The child then has a choice to do the right thing. Children will be reminded of their previous good choices to encourage them.

Scripted approaches at this stage are encouraged:

Staff will always deliver consequences calmly and with care.

Children may have their behaviour monitored by teachers to show progress towards agreed targets. We make sure that this is done discreetly.

Reflection and Restorative Approach Stage - The partnership stage will be implemented where there is an ongoing cause for concern e.g. persistent behaviour concerns, attendance and progress issues. SLT will support the class teacher to:

- Facilitate a restorative meeting between the member of staff, family and child.
- Develop an appropriate behaviour plan with the child including a positive handling agreement.
- Monitor and review the plan.
- Discuss both the consequences for the child if not meeting the required action and the positive outcomes for everyone if behaviour improves.
- If the child does not achieve the required change in conduct agreed within the plan and time frame, a verbal discussion and letter will be sent by the Headteacher.
- Children must be given a second chance to achieve the targets agreed on the behaviour plan after the verbal warning.

All of these matters will be confirmed in writing and recorded on CPOMS.

Formal Restorative Meeting with Family - A restorative meeting will be convened. This meeting could include the Headteacher, teacher, child, Parent/Guardian, Governor representative and SENDCo. The meeting will address the child's: progress and achievement, learning needs, attitude, attendance and behavioural concerns. Advice and support from external agencies will be sought and included on the bespoke plan if necessary. Referrals to MARU may be made with the consent of the family. There may be an element of 'payback' in the plan from this meeting. Children may be asked to positively contribute time back to school as part of the process of repairing any damage or harm. Actions agreed at the meeting will come under the terms of the final warning. Every effort will be made to encourage and support a change in the child's behaviour. If the child refuses to attend or engage with the Restorative plan then the process moves to the final stage where exclusion is considered.

E. Procedures and Scripts

Giving 3 Steps - Warning, Reminder, Consequence :

If a gentle reminder *Remember to follow our Golden Rule of...* or *Name, we expect*_____, *thank you* has not worked, move to the following stepped approach process.

1. **Verbal Warning** of how to behave

I'm asking you for the first time ... (to stop talking to 'x')

What could you do differently? / What would help you to make the right choice?

(eg. move to a different seat?)

Positive reinforcement of other children following the rule accordingly.

TAKE UP TIME

Thank you for listening and following our Golden Rules. That helps everyone to learn.

or

I'm asking you for the second time to stop ...

*You can choose to stop talking or move seats (give the **2 choices**)*

*If you continue to ...then... (explain the **consequence**)*

eg. If you continue to talk to your friend then you will have to complete the learning in your playtime.

TAKE UP TIME

2. **Visual REMINDER** (If unwanted behavior continues, a Purple Polishing Card is placed by the child, walk away) This reminds the child they have a choice and are responsible for the consequences of their actions.

TAKE UP TIME

The child is acknowledged if he/she makes the right choice.

Thank you for making a good choice and following our Golden Rules. That helps everyone to learn.

3. **Consequence** If the child continues to choose to break the Golden Rules: **follow through with the agreed consequence and stepped approach.**

If the consequence is refused –staff member remains calm – state that this will be followed up in their time and continue to teach the children in the class. SLT called to support if needed. *Language of choice is always used to avoid further escalation and so that the child is not backed into a corner.* (see 'stopping the conversation' script).

Addressing Behaviour - Summary

1. **Tactically ignore poor behaviour** (private signals perhaps) 'We' statement related to Golden Rule + positive praise for children following the Golden Rule
2. **Clear choice and consequence:** *If you continue to talk to your friend then you will have to complete the learning in your playtime.*
3. **Follow up consequence**

Scripts to Support Consistency:

Situation	Script
Kind reminder of <i>what we expect</i> (Golden Rules)	Name, we expect _____, thank you. <i>Taylor, we expect everyone to listen, thank you.</i>
Praising to encourage positive choices	Name, thank you for _____ and following our Golden Rules. <i>Charlie, Thank you for listening and following our Golden Rules. That helps everyone to learn.</i>
Giving a verbal warning	Name, I'm asking you for the first time ... <i>Jude, I'm asking you for the first time to stop shouting out in class.</i>
Stating the consequence	Name, if you continue to ...then... <i>Charlie, if you continue to talk to your friend then you will have to move and complete the missed learning in your playtime.</i>
Acknowledging a positive choice made.	<i>Thank you for making a good choice. That helps everyone to learn.</i>
Child is not following instructions, answering back or displaying rude behaviours.	<i>I am stopping this conversation now. I am going to walk away and give you a chance to think about your behaviour choice. I know that when I come back we can have a respectful conversation.'</i>
Using restorative questions to resolve conflict.	<i>What happened? What were you thinking and feeling at the time? Who has been affected? What needs to happen to put things right? What could you do differently in the future?</i>
Supporting Engagement	<i>I wonder... I imagine... I notice...</i>
Team Teach phrases to choose from depending on the situation.	<i>I am holding your arm to guide you and keep you safe.</i> <i>I care about you too much to let you do this.</i> Pause <i>I can see something has happened ...</i> <i>I can see you are angry...</i> <i>I care about you and I'm here to help.</i>

	<p><i>Talk to me ... How can I help ...</i></p> <p><i>Let's go and ...</i></p>
Useful transition language	<p><i>When _____ then _____</i></p> <p><i>First _____ then _____</i></p> <p><i>Now _____ next _____</i></p>
Affective statements	<p><i>When you _____ I feel _____</i></p> <p><i>What I need you to do is _____</i></p>

Changing the Comments to Positive Phrasing

Negative Phrasing	Positive Phrasing
Stop being silly! Don't throw those scissors. Stop running! Don't talk to me like that! Calm down!	<p><i>Stay still and listen.</i></p> <p><i>Put the scissors down.</i></p> <p><i>Remember to walk.</i></p> <p><i>Remember to speak calmly and respectfully.</i></p> <p><i>Come and join us for a story</i></p>
No choice /Open choice	Give limited choice
Get here now! Stop shouting now! What do you want to do? Would you like to join us for a story? Shall we ... ? You must eat everything on your plate!	<p><i>Come to this chair or sit in your carpet place.</i></p> <p><i>Come and quietly tell me what you are worried About.</i></p> <p><i>Sit down with the class, thank you.</i></p> <p><i>Do you want to do X or Y?</i></p> <p><i>Would you like to sit on the chair or the bean bag for the story?</i></p> <p><i>Let's ...</i></p> <p><i>Now you need to eat the peas or the potatoes.</i></p>
Empowering the behaviour	Disempowering the behaviour
Come out from under that table Come back here, now! You are not allowed in there on your own! Finish that work, now!	<p><i>You can listen to the story from there.</i></p> <p><i>I'll catch up with you in 5 minutes.</i></p> <p><i>I'll come in with you.</i></p> <p><i>In 5 minutes I'll check you have completed X amount.</i></p>
Punishments	Consequences
You are losing all your breaks all week! Names on board/somewhere public	<p><i>You know the consequence, you will miss lunchtime tomorrow.</i></p> <p><i>I will talk to you about this, on your own, after the lesson.</i></p>

STRUCTURE FOR CIRCLE TIME

Reminder of the rules

- ♦ **WARM UP/ MIX UP - focus on one of the 5 skills:**
THINKING LOOKING LISTENING SPEAKING CONCENTRATING
- ♦ **ROUND - use a special talking object**
'I am happy when...'
- ♦ **OPEN FORUM - solving problems/ achieving goals**
'Is there anything anyone would like help with?' 'Would it help if...'
- ♦ **CELEBRATING**
- ♦ **CLOSING - calming game**

Circle time has a fixed place in the timetable for the whole school- not just for when problems arise but to celebrate and discuss a range of ideas and to support the emotional well-being and development of everyone. Weekly circle –time gives an opportunity to actively practise the Golden Rules and consistency.

Additional Circle time can be held if so desired and each teacher develops and nurtures the concept at their own discretion. The Jenny Moseley approach to Circle-time and restorative justice approach is followed. Resources will be made available to new colleagues. *New staff have a responsibility to seek out information and resources.*

AIMS

- To help develop respectful relationships and a caring class team.
- To promote self-awareness, self-regulation and self-esteem – to support children to establish successful relationships with other people and learning to respect the feelings of others.
- To develop respect for individual rights and moral values in line with being a Rights Respecting School and Restorative Justice School.
- To offer a “space” in the week to discuss pressing issues, offer solutions, celebrate achievements and an opportunity to be listened to - to practise the Golden Rules and virtues.
- Golden Rules are practiced and reflect the whole school consistent approach.

Three is the Magic Number – consistency reminders

How will staff behave?

1. Calmly, kindly and respectfully
2. Consistently and fairly
3. Model positive behaviours and build relationships

3 Rules

1. Be kind, gentle and helpful
2. Be honest and take responsibility
3. Listen and learn – to EEE

All staff, every day

1. Praise positive behaviours you see
2. Patience to support and encourage every child – to follow Golden Rules
3. Emotional control - Use restorative approach to treat everyone fairly

Class teachers

1. Supportive, consistent, kind
2. Create caring environments – greet every child everyday
3. Clear and fair expectations of everyone

Support beyond the classroom

1. Other specialist agencies
2. 5 Key adults - support and consistency
3. Intervention groups

Alternatives to exclusion

1. Nurture provision
2. Part-time timetable
3. Managed move

Senior leaders

1. Role model RA strategies
2. Be approachable, visible, supportive
3. Greeting community daily

3 key ways to recognise conduct that is 'over and above'

1. Communicate and celebrate with families – call/email/card
2. Inform Headteacher – verbal praise/ awards + visit other classes
3. Golden Leader responsibility

F. Restorative Reflection Form

Restorative Reflection

Name:

Date:

Year Group:

What happened?
What were you thinking then?
What are you thinking now?
What were you feeling then?
What are you feeling now?
What needs to happen to put things right?
What could you do differently in the future?

Reflection on UNICEF Children’s Rights
Have your actions affected the rights of another child or your own rights? Read the articles below and think about this. You may think of other rights that have been affected.
Article 3: The best interests of all children must be a top priority in all decisions and actions that affect children
Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously
Article 14: Every child has the right to think and believe what they want as long as they are not stopping others from enjoying their rights
Article 28: Every child has the right to an education. Regulation in schools must respect children’s dignity and their rights
Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment
Article 31: Every child has the right to relax, play and take part in a cultural and artistic activities
Further Reflection
Use the space below to draw/describe <u>how</u> your actions have affected your rights and of those you have harmed.
Final Reflection
Use the time you have left to think about the choices you will make in the future. What will this look like?

G. Playtimes & Lunchtimes - Expectations

Playtimes are appropriately staffed to ensure that all children are safe. Adults regularly model and enforce the Golden Rules, especially in relation to looking after equipment and treating people with kindness and respect - being gentle and thoughtful during play.

Adults on duty:

- Ensure all children are safe– stand in appropriate areas of the playground – staff spread out.
- Demonstrate recognition of positive play and relationships both verbally and by awarding GOLDEN TICKETS.
- Be playful – engage in, encourage and teach children new games.
- Pre-empt any overly physical play and intervene immediately – engage or distract.
- Focus is on the wellbeing of all children by being spaced out around the playground.
- Keep a close watch on vulnerable children and ensure they have successful playtimes.
- Radio for support instead of escalating any inappropriate behaviour.
- Wear hi-vis vests so they are quickly identifiable by both the children and members of staff.

It is expected that members of staff on duty will be proactive and intervene to prevent the majority of friendship disputes and overly physical play from happening.

All adults are able to use key restorative phrases when resolving differences in friendships:

- 1. What happened?*
- 2. What were you thinking and feeling at the time?*
- 3. Who has been affected?*
- 4. What needs to happen to put things right?*
- 5. What could you do differently in the future?*

H. National Standard List of Reasons for Exclusion

This list is providing descriptors of reasons for exclusions.

Physical assault against child

Includes:

- fighting
- violent behaviour
- wounding
- obstruction and jostling

Physical assault against adult

Includes:

- violent behaviour
- wounding

- obstruction and jostling

Verbal abuse/ threatening behaviour against child

Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Verbal abuse/ threatening behaviour against adult

Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Bullying

Includes:

- verbal
- physical
- homophobic bullying
- racist bullying

Racist abuse

Includes:

- racist taunting and harassment
- derogatory racist statements
- swearing that can be attributed to racist characteristics
- racist bullying
- racist graffiti

Sexual misconduct

Includes:

- sexual abuse
- sexual assault
- sexual harassment
- lewd behaviour
- sexual bullying
- sexual graffiti

Drug and alcohol related

Includes:

- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing
- smoking
- alcohol abuse
- substance abuse

Damage

Includes damage to school or personal property belonging to any member of the school community:

- vandalism
- arson
- graffiti

Theft

Includes:

- stealing school property
- stealing personal property (child or adult)
- stealing from local shops on a school outing
- selling and dealing in stolen property

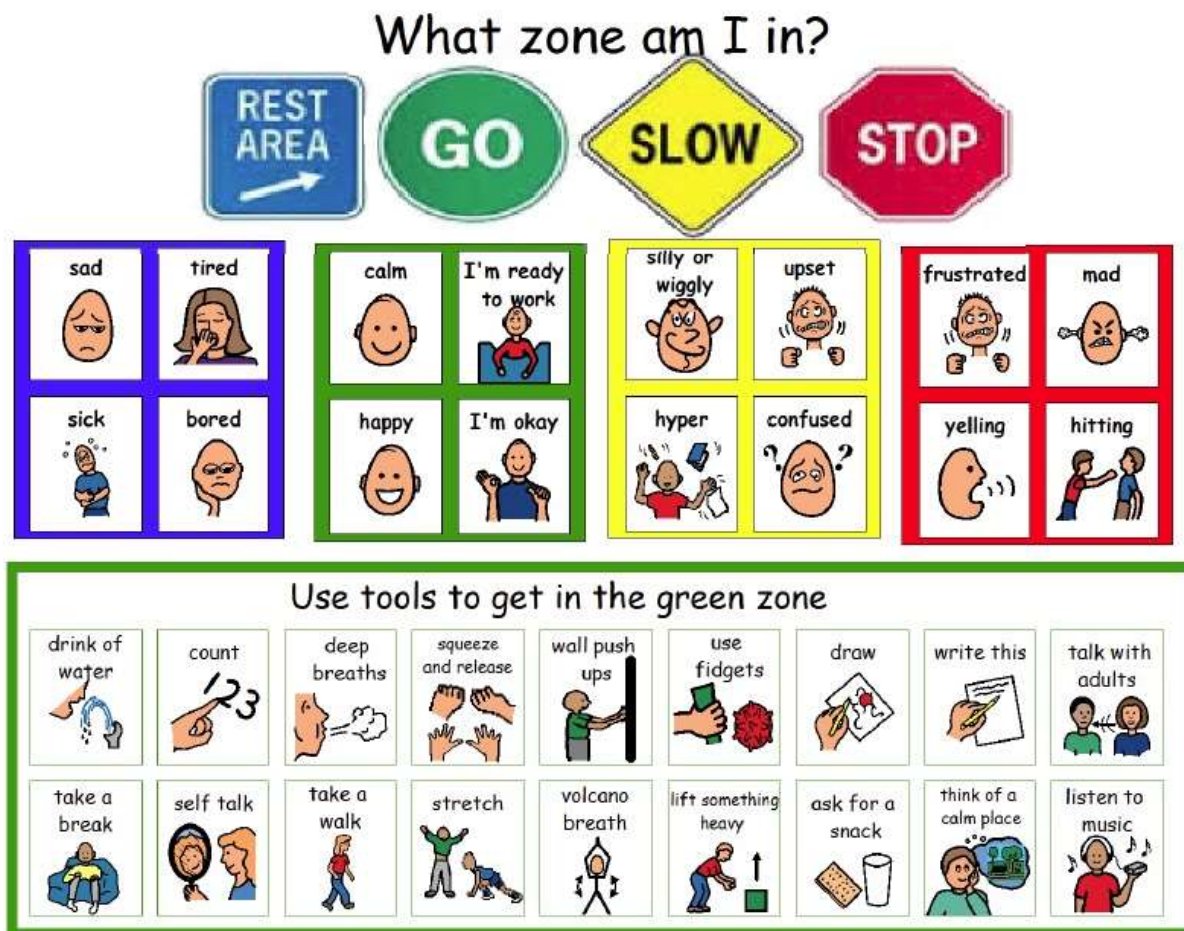
Persistent disruptive behaviour

Includes:

- challenging behaviour
- disobedience
- persistent violation of school rules

Other - Includes incidents which are not covered by the categories above but this category should be used sparingly.

I. The Zones of Regulation... Leading to Self-regulation



The Zones of Regulation teach students how to identify and regulate their emotions. It is a cognitive behaviour approach for helping children self-regulate their behaviours, emotions, and sensory needs. By using concepts and visuals to help students learn to recognise their feelings and level of arousal, it allows them to employ strategies for emotional control and optimal learning. Children practice identifying their emotion and then identify the tools that they can use to "get back to the green zone". The green zone is when we are best able to learn. Children also learn to analyze how big a problem is and what the appropriate reaction would be.

The Goals of the Zones of Regulation are to teach children to:

- identify their feelings and levels of alertness
- develop effective regulation tools
- learn when and how to use the tools
- problem solve positive solutions
- understand how their behaviours influence thoughts and feelings
- **ultimately** – develop independent regulation

The Four Zones of Regulation

- **Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.
- **Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

- **Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
- **Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

What Zone are You in?

- **Blue Zone** – your body is running slow, like when you're tired, sick, sad or bored.
- **Green Zone** – like a green light, you feel "good to go". Your body may feel happy, calm and focused.
- **Yellow Zone** – when you start to lose control, like when you feel frustrated, anxious, worried, silly or surprised. Use caution when you are in this zone.
- **Red Zone** – when you experience extreme emotions. When you are in this zone, you are out of control, you have trouble making good decisions, and you need to STOP!

What is Self-Regulation?

Self-regulation is the ability to manage disruptive emotions and impulses, and to think before you react. In school, children need to be able to self-regulate to help them be ready to learn. Children whose states of arousal are too high or too low will struggle to focus on the learning task at hand.

Children who are unable to self-regulate are prone to the following:

- tantrums and outbursts
- abusive behaviours – e.g. self abuse, punching, kicking, biting
- emotional distress
- inattention/distractibility
- refusal to participate

How can we help children learn self-regulation?

To help children learn self-regulation, we need to work on their:

- **executive functioning** – memory, planning and behaviour inhibition.
- **emotional regulation** – initiating, inhibiting, or modulating our state or behavior in a given situation.
- **sensory integration** – the process by which we receive information through our senses, organise this information, and use it to participate in everyday activities.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is the Red Zone, this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. Although the Zones of Regulation is often used to support the needs of children with ASD or ADHD, it is very much applicable to all children, and even adults. The ability to recognise our own state of arousal and to make the necessary adjustment so that it is appropriate for the occasion we face is something we all require to function optimally.

For the Blue Zone – increase arousal:

- think happy thoughts
- talk about your feelings
- rub hands together
- run on the spot
- shoulder rub
- ask for a hug
- swinging or spinning
- stretching or jumping jacks
- strong scents
- vibration
- drink water
- crunchy foods
- bright lights
- listening to loud music

For the Green Zone – maintaining:

- keep your eyes on the teacher
- remember your daily goals
- finish your homework
- think happy thoughts
- be a good friend
- help others
- work hard
- smile

For the Yellow – decrease arousal:

- talk to my parents/friends
- take 3 deep breaths
- do a wall push up
- use a fidget
- go for a walk
- take a break
- read
- deep pressure
- slow movement
- heavy work to muscles
- soft lighting
- listen to music
- chewy foods

For the Red Zones- decrease arousal:

- take three deep breaths
- the size of your reaction should match the size of the problem
- jump on a trampoline
- relax your muscles
- talk to an adult
- sensory break
- push the wall
- walk away
- STOP!
- deep pressure
- slow movement
- heavy work to muscles
- soft lighting
- listen to music
- chewy foods