Baslow St-Anne's

C of E

BEHAVIOUR POLICY

Growing healthy minds and hearts together

"Life in all its fullness"

Respect – Kindness - Diversity

Version/ Issue	Date/Minute no.	Author	Minute Number	Reason for Change
2	**3/9/18**	**M Clark**		**Additional awards and values added**
3	**4/9/19**	**M Clark**		**Nurture and Social Buddies added**
4	**5/10/20**	**M Clark**		**Covid-19 addition**
5	**28/9/21**	**M Clark**		**Changes to Behaviour Chart and some rewards/sanctions**
6	**1/9/22**	**M Clark**		**Taken out Covid**
7	**September 2024** **To be ratified at FGB**	**M Clark**	**06/PHSS/09/24**	**Change of Cof G name** **Updated behaviour systems**
8	**4.9.25**	**M Clark + S Hayes (trainee SENCo)**	FGB 06/10.25	**Updated to support vision and values, ethos and to support children with SEND** **Updated with hierarchy of sanctions** **Updated CofG**
9	**4.9.26**	**M Clark + J Christie (wellbeing/nurture lead)**	FGB 06/10.26	**Updated with Behaviour Pathways**

Approved by:

Mrs Marie Clark (Headteacher)
FGB
Chair of Governors: Craig Radford

Principles and Values

At Baslow St. Anne's Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We believe that our children and staff should lead 'a life in all its fullness', nurturing our vision of growing healthy minds and hearts together. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life.

We believe that behaviour is a form of communication and that children do well when they can, not simply when they are told to. Our approach is rooted in positive relationships, emotional wellbeing and understanding children's individual needs. We recognise that behaviour, wellbeing and learning are closely connected and that children thrive when they feel safe, valued, connected and understood.

Guided by our Christian vision of "Living Life in All Its Fullness", we are committed to creating a caring, inclusive and nurturing environment where every child can flourish academically, socially, emotionally and spiritually.

We recognise that positive behaviour, learning and wellbeing are strengthened when children, families and staff feel supported, connected and valued within a caring school community.

Aims

This policy aims to:

- Create a calm, safe and inclusive learning environment for all.
- Promote positive mental health and emotional wellbeing.
- Develop children's emotional literacy, resilience and self-regulation.
- Foster positive relationships and a strong sense of belonging.
- Lead by example in treating each other with respect and having high expectations for behaviour throughout the school
- Support children to reflect on their choices and repair relationships when difficulties occur.
- Maintain high expectations alongside high levels of support.
- Provide a consistent approach to behaviour across the school.
- Work in partnership with families and external agencies where appropriate.
- Promote a culture where staff, children and families can thrive together.
- Promote and create a positive ethos where our values are fully embedded

Commitment to equal opportunities

We are committed to equality of opportunity for all of our children and the effectiveness of this policy is monitored by our Governing Body and any issues are acted upon immediately.

Setting and nurturing good habits early

We strive to help our children establish good manners, etiquette, good behaviour and respect from the start, by involving parents and children in the process. This includes drawing up class rules/charters/expectations, a School Behaviour Charter, Home/School Agreement and reinforcing policy and procedure from the very beginning in the Reception class. These expectations are set and upheld by all staff and positively role modelled on a daily basis. They are shared with all and we involve the pupils in drawing up key documents. We do our best to nurture each child to become a respectful individual, with strong morals and a solid understanding of what is right and what is wrong, preparing them to play a full, positive and active part in modern British society.

Consistency is at the heart of developing exemplary behaviour. This lies in the behaviour of adults and not simply in the application of procedure. Our aim is to develop a consistency that ripples through every interaction on behaviour – where learners feel treated as valued individuals, they respect themselves and the adults and accept their authority.

Rewarding achievements

Rewarding the children for following our School Behaviour Charter and class rules, and for being respectful citizens, is important in maintaining their motivation and sense of self -worth. The school has implemented a 'Behaviour Pathways' which is consistent throughout the school which is visual and progressive (see appendix 2). This links in with other reward systems such as: Dojos, Star Awards, house points and the PHD system (see appendix 4+5) which rewards children for being good citizens. We recognise that using positive language is key to developing a positive atmosphere and we use routines and systems throughout school to reinforce and encourage appropriate behaviour, praising the behaviour we want to see.

Supporting behaviour management

All at Baslow St. Anne's Church of England Primary work hard as a team, and we also liaise closely with outside agencies as necessary in dealing with children with behaviour problems. Staff support one another by sharing advice on strategies and by applying the school's Behaviour Policy and systems consistently. Our older children also support with roles of Nurture/Social Buddies, Play Leaders which empowers our young leaders to support our younger children by helping to develop their social skills and integrate with others alongside having a buddy to support with the nurture and well-being.

Working with parents

To be successful in helping a child to improve his/her behaviour, we work closely with parents, and see this as a partnership to nurture and support the child. The Headteacher and staff communicate regularly with parents and a dialogue is maintained to monitor progress in behaviour improvement. A behaviour log is kept and a graduated response is used to assess the level of support needed.

Pupil involvement

The involvement of children in revising and refining the different systems in place for behaviour is important at Baslow St. Anne's Church of England Primary. For example, the School Council has been instrumental in drawing up the school's Behaviour Charter. We encourage all the children from Reception to Year 6 to be responsible for their actions and to discuss any issues. Discussion of behaviour often takes place in Collective Worship and Personal, Social, Health Education (PSHE) lessons, but it is certainly not limited to timetabled sessions. Behaviour is often discussed in class, in

small groups or individually with children, in order to promote the spiritual, moral and social development of the child. As well as promoting positive choices and decision making, as a matter of course, whenever inappropriate behaviour occurs we discuss the underlying reasons and strategies for improving.

Our children with SEND

At Baslow St Anne's we aim to create a safe, nurturing environment where we employ positive methods and approaches for encouraging routines and patterns of behaviour that will enable a child with SEND's learning, enhance their quality of life and achieve their personal ambitions.

We recognise that all behaviours serve a function for the individual and it is our role to try and understand what that function is. Behaviour can signal distress, discomfort or an unfulfilled need and we will always seek to modify environments to reduce or remove the need for such behaviour.

We use a personalised approach to planning for low arousal and reducing risk of behaviour that challenges members of staff. We aim to support our children with replacing any negative or inappropriate behaviours with alternative, positive and appropriate behaviours that might achieve the same result for the child. We emphasise rewarding the positive behaviours rather than paying attention to negative behaviours.

It is important staff are aware that negative behaviours might occur because the child lacks the skill to behave in a more appropriate manner, for example screaming and hitting out in reaction to a loud noise because a child is unable to express their distress verbally. Once a skill gap has been identified in this situation, part of a child's personalised planning would be to teach the missing skill.

It is important staff are aware of factors that can be referred to as triggers that result in behaviours being more or less likely to happen, for example feeling unwell. Loud noise, change of routine, the presence of an object of interest. Triggers should be identified for dealing with inappropriate behaviours and low arousal personalised planning.

We work as a staff team to reflect on our own behaviour and the environments in which we teach our children to make sure these enable positive behaviours.

Promoting positive behaviours

- Visual of Behaviour Pathway and being 'on route'
- Celebrate positive behaviour
- Display good work
- Talk about what constitutes good behaviour/use social stories
- Visual timetable
- Now & Then board
- Choose time
- Sticker charts/target sheets
- Star awards and Gold Book (as per whole school)
- Teach self-regulation using our school's approach Zones of Regulation
- Individual sensory profile/Communication passport
- Brain breaks – movement breaks/sensory circuits

The management of physically challenging behaviour

Sometimes a child will behave in a physically challenging manner, showing aggression to other children or adults, or by damaging property.

- Key staff are trained in positive handling
- To reduce these incidents occurring a de-escalation approach, bespoke to the child, is to be used: de-escalate, defuse and divert in order to prevent crises and reduce, or remove, the need for positive handling. Actively using our Zones of Regulation, our Sensory Toolkit and the child's communication passport will build best personalised strategies for low arousal.

- Positive handling techniques are employed by staff if a crisis or emergency situation occurs, for example a member of staff may use reasonable force necessary to maintain safety where children are in immediate danger of hurting themselves or others. Training is regularly updated and refreshed for staff working directly with children at the risk of becoming dysregulated and behave in a physically challenging manner.

- Physical intervention should always be:
    - in the best interest of the pupil
    - absolutely necessary
    - reasonable and proportionate

Informing parents/carers

All parents of children with SEND are asked to read our behaviour policy and to sign an agreement to our proposal for the positive management of behaviour within school, including, where necessary, the use of physical intervention. Bespoke plans and communication passports are drawn up and shared with parents and these may incorporate the use of physical intervention. Parents and carers will always be aware of all incidents of use of physical intervention and all incidents are recorded at school with a follow up, 'asses, plan, do, review' cycle.

Graduated Support and Early Intervention

Some children may require additional support to achieve success.

Universal Support

Available to all pupils through quality first teaching, positive relationships, emotional wellbeing provision and clear behaviour expectations.

Targeted Support

May include:

- Trusted adult check-ins.
- Early Help Support
- Pastoral interventions.
- Social and emotional groups.
- Lego Therapy/Talk Therapy
- Family support involvement.

- Individual regulation plans.

Specialist Support

Where required, support may involve collaboration with:

- SEND services.
- Early Help Offer Support
- Educational Psychology.
- CAMHS.
- Family Support Services.
- Other external agencies.

Children's voices remain central to all support plans and interventions.

To achieve our overall aims all staff should:

- Actively promote and consistently follow our rewards systems (Behaviour Pathways/Behaviour Ladder, credits, house points, PHD, table points, stickers) and enforce the hierarchy of sanctions
- Encourage and instil our key values
- Make children aware of appropriate behaviour in all situations
- Have high levels of expectations and be consistent
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues
- Work in partnership with parents in dealing with any behavioural issues
- Signpost families to support where appropriate.
- Work collaboratively to support children experiencing difficulties.
- Communicate openly and positively with families.
- Share successful strategies used in school.
- Listen to parental views and concerns.
- Act as a positive role model for desired behaviour, treating all adults and children with respect
- Focus on good behaviour and positive reinforcement to raise self-esteem; giving praise for good behaviour
- Recognise unacceptable behaviour and inappropriate choices
- Be punctual in collecting/meeting the class off the playground
- Ensure children are not left unattended
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines
- Ensure that each child has work that is suitable to his/her ability
- Deal with problems swiftly and calmly
- Be as consistent and as fair as possible in the use of rules, sanctions and rewards, taking into account each child's needs
- Work closely with the headteacher, implementing advice and strategies in dealing with a child with behavioural difficulties
- Remind children that they are representatives of Baslow St. Anne's, in and out of school

Pupils should:

- Follow the Behaviour Charter and class rules at all times
- Treat others how they would like to be treated
- Grow and develop individual characters embraced by our key values
- Co-operate with and respect all school staff
- Work towards the positive behaviour rewards, e.g. moving up on the 'Behaviour Ladder'

Parents should:

- Support the school's system of rewards and sanctions
- Encourage and support our key values
- Help the children understand the rules and the need for them in an ordered society
- Work in partnership with the school to promote high standards of behaviour at all times
- Ensure their child attends school regularly/punctually and notify the school of reasons of absence
- Be responsible for their children when on school premises before 8:40am and after 3:20pm

Working with Families

We value strong partnerships between home and school and recognise that children achieve the best outcomes when adults work together.

Recognition and Celebration

We believe positive recognition strengthens behaviour, wellbeing and self-esteem.

Children's achievements are celebrated through:

- Verbal praise.
- Dojos and house points.
- Certificates.
- Celebration assemblies.
- Positive communication with home.
- Leadership recognition.
- Celebration of kindness, resilience, determination and responsibility.

We actively look for opportunities to recognise effort, progress and positive contributions to our school community.

Rewards system for appropriate behaviour (and good work):

- Verbal praise, body language (smile, thumbs up, nod) appropriate to the child (sometimes overt praise can embarrass a child)
- Stickers
- Dojos (KS2) certificate + 40 = certificate
  Stars (R/KS1) certificate + Pencil

60 = rubber	Pad
80 = pencil	Lucky Dip
100 = pen	R/Y1 Badge
120 = book voucher	Star Badge

- House points – each time a child is rewarded a Star/Dojo they can also put a house point in to encourage working together as a team, alongside individual recognition
- Class 1 & 2 Kindness Jar
- Gold Book Collective Worship
- Headteacher's stickers, rewards and certificates
- Parent/teacher dialogue, consultation
- Texts home
- PHD – award for citizenship – badges: bronze, silver and gold

Consequence

Consequences are used thoughtfully and proportionately where necessary. Their purpose is to support learning, responsibility and accountability rather than shame or punishment.

Responses may include:

- Reflection conversations.
- Restorative conversations.
- Repairing harm or damage.
- Completing missed learning.
- Temporary loss of privileges.
- Parent discussions.
- Additional support planning.
- Support from external agencies eg: ISAT/EHO
- Temporary internal exclusion
- Temporary suspension/exclusion.
- Permanent exclusion.

R/KS1

Behaviour Ladder including verbal reminder/thinking time out/reward eg: Super Sun

A class log of 'Off route' incidents is kept and shared as a staff and SLT to monitor patterns in behaviour, recurring incidents or children going 'off route' and parents, as appropriate, will receive an 'off route' sheet which will be shared and discussed with the class teacher.

Policy written by: M Clark/Staff/SENCo/Nurture + wellbeing lead/School Council

September 2015

Reviewed September 2018

Reviewed September 2019

Reviewed September 2020

Reviewed September 2021

Reviewed September 2022

Reviewed September 2024

Reviewed September 2025

Reviewed September 2026

Appendix 1-Behaviour, wellbeing & relationships

Our Behaviour and Wellbeing Principles

Our approach is built around five key principles:

Protect

We create environments where children feel physically and emotionally safe. Through clear routines, trusted relationships and consistent expectations, children develop the confidence to learn and succeed. Every child should know that there is an adult in school who they can turn to for support.

Relate

Positive relationships are at the heart of everything we do. We prioritise connection, belonging and trust, recognising that strong relationships provide the foundation for learning, behaviour and wellbeing.

Regulate

We support children to recognise, understand and manage their emotions. Staff use co-regulation strategies and teach children the skills needed to become increasingly independent and resilient.

Reflect

Children are supported to think about their choices, understand the impact of their actions and learn from mistakes. Reflection enables children to develop responsibility and make positive choices moving forward.

Communicate

We use calm, respectful and restorative communication which values every member of our school community. Effective communication strengthens relationships and supports positive outcomes for children.

Creating a Culture of Wellbeing

We recognise that emotional wellbeing underpins successful learning and positive behaviour.

Our whole-school approach includes:

- Mental health and wellbeing education through PSHE and daily practice.
- Trauma-informed approaches across the school.
- Opportunities for pupil voice.
- Trusted adults for all children.
- Calm spaces for regulation and reflection.
- Wellbeing initiatives and Mental Health Champions where appropriate.
- Recognition of the importance of staff wellbeing.

- Strong safeguarding systems which promote emotional wellbeing and resilience.

Children's voices are valued and actively influence our approach to behaviour and wellbeing. We believe children should feel heard, respected and involved in decisions which affect them.

Teaching Positive Behaviour

Positive behaviour is explicitly taught and modelled throughout school.

This takes place through:

- Daily classroom routines and expectations.
- Collective worship.
- PSHE and wellbeing lessons.
- Adult modelling.
- Emotional literacy teaching.
- Restorative conversations.
- Opportunities to practise social and emotional skills.

All adults will:

- Model calm and respectful behaviour.
- Build positive relationships.
- Use consistent language and expectations.
- Prioritise connection before correction.
- Support regulation before reflection.
- Maintain high expectations for all children.

Zones of Regulation

At St Anne's, we use the Zones of Regulation framework to help children understand and manage their emotions. We teach children that all emotions are normal and that everyone experiences different feelings throughout the day.

Children are taught to:

- Recognise and name emotions.
- Identify their current zone.
- Understand how emotions can affect behaviour.
- Use regulation strategies effectively.
- Seek support when required.

Strategies may include:

- Breathing exercises.
- Mindfulness activities.
- Movement breaks.
- Sensory resources.

- Calm spaces.
- Support from trusted adults.

Zones of Regulation is used as a supportive tool and is never used as a sanction.

The Reflection Route

Our Reflection Route provides a consistent, restorative approach when children begin to struggle with behaviour, relationships or emotional regulation. It is designed to teach, guide and support rather than punish.

The route is based upon three key stages:

Connect

Adults seek first to understand by building connection, using curiosity and providing support.

Reflect

Children are supported to consider:

- What happened?
- How were they feeling?
- What made the situation difficult?
- Who has been affected?

Restore

Children are encouraged to:

- Repair relationships where appropriate.
- Make positive choices moving forward.
- Return successfully to learning.
- Experience a fresh start.

The Reflection Route promotes self-awareness, emotional literacy, responsibility and resilience.

<u>Responding to Behaviour</u>

Regulation Before Reflection

When a child is dysregulated, our priority is to help them feel safe and regulated before discussing behaviour.

Adults may use:

- Emotion coaching.
- Co-regulation.
- Trusted adult support.
- Regulation breaks.
- Calm spaces.
- Sensory resources.
- Adapted expectations where appropriate.

Children are not expected to engage in reflective conversations while highly distressed or overwhelmed. Reflection occurs once the child is calm and able to think clearly.

Restorative Approaches

When behaviour falls below expectations, a restorative conversation may be used to help children understand the impact of their choices and identify positive next steps.

Questions may include:

- What happened?
- What were you feeling?
- Who has been affected?
- How can the situation be repaired?
- What will you do differently next time?

We believe mistakes provide opportunities for learning, growth and restoration. Together, we support children to develop resilience, responsibility and positive relationships.

Staff Wellbeing and Support

At St Anne's C of E Primary School, we recognise that supporting children's emotional wellbeing and behaviour can be both rewarding and demanding. We believe that children benefit most when they are supported by adults who feel valued, confident and supported.

Promoting staff wellbeing is an essential part of our whole-school approach.

The school is committed to:

Reflective Practice

Staff are encouraged to engage in reflective practice through:

- Team discussions.
- Pastoral consultations.
- Professional conversations.
- Pupil concern meetings.
- Collaborative planning and problem solving.

A Supportive Culture

We strive to foster a culture where staff feel respected, listened to and supported.

This includes:

- Open communication with leaders.
- Access to guidance and advice.
- Opportunities to seek support.
- Recognition of staff contribution.
- A culture of support rather than blame.

Staff Wellbeing

The school seeks to:

- Promote positive wellbeing and healthy working relationships.
- Signpost staff to wellbeing resources and services.
- Listen to staff voice through consultation and feedback.
- Provide opportunities for wellbeing initiatives where appropriate.
- Promote a positive work-life balance wherever possible.

Staff play a vital role in modelling calm, respectful and emotionally regulated behaviour and helping create a school culture where everyone can flourish.

Roles and Responsibilities

All Staff

- Build positive relationships with children.
- Model expected behaviours.
- Apply the policy consistently.
- Promote wellbeing and emotional regulation.
- Use restorative approaches.

Senior Leaders

- Promote the school's approach to behaviour and wellbeing.
- Monitor implementation and outcomes.
- Support staff wellbeing and professional development.
- Ensure consistency across school.

Governors

- Review and monitor policy implementation.
- Ensure statutory responsibilities are met.
- Support the school's vision for behaviour, wellbeing and inclusion.

Monitoring and Review

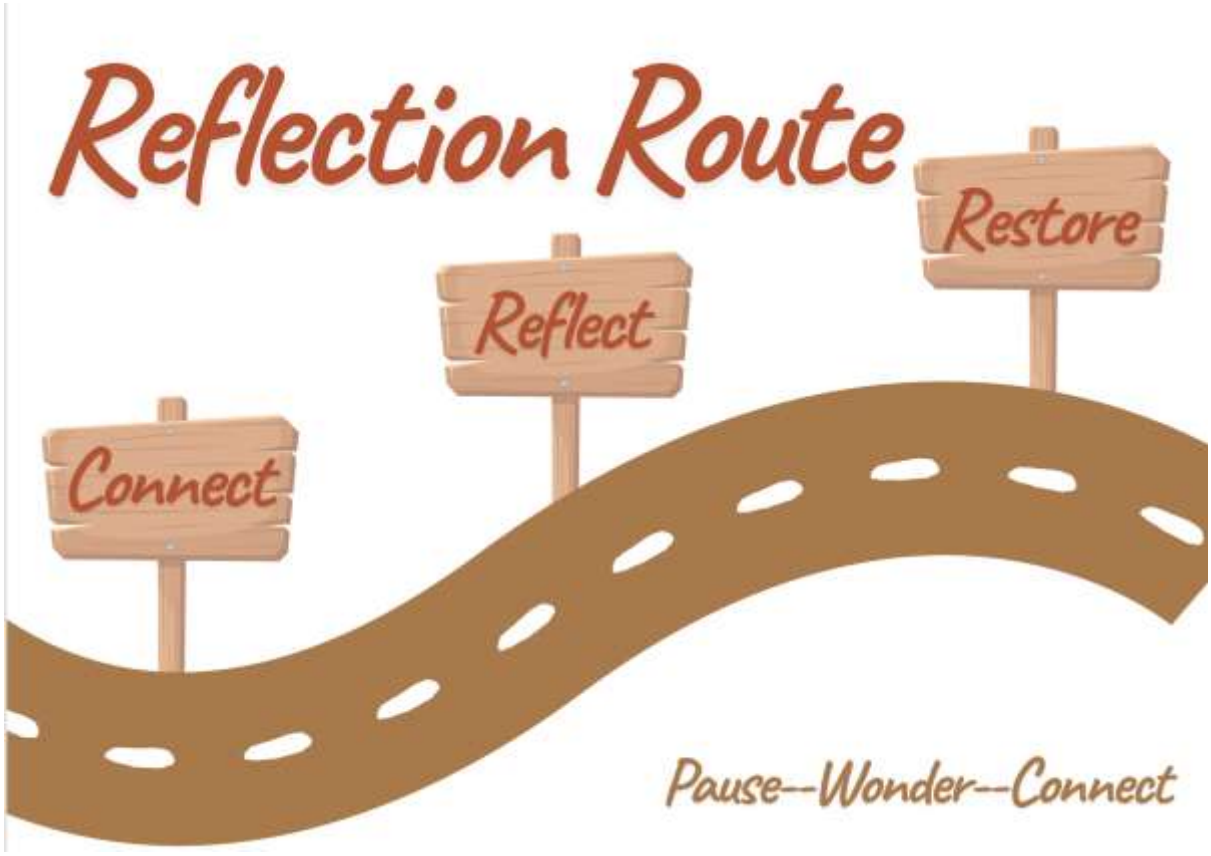
The effectiveness of this policy will be reviewed through:

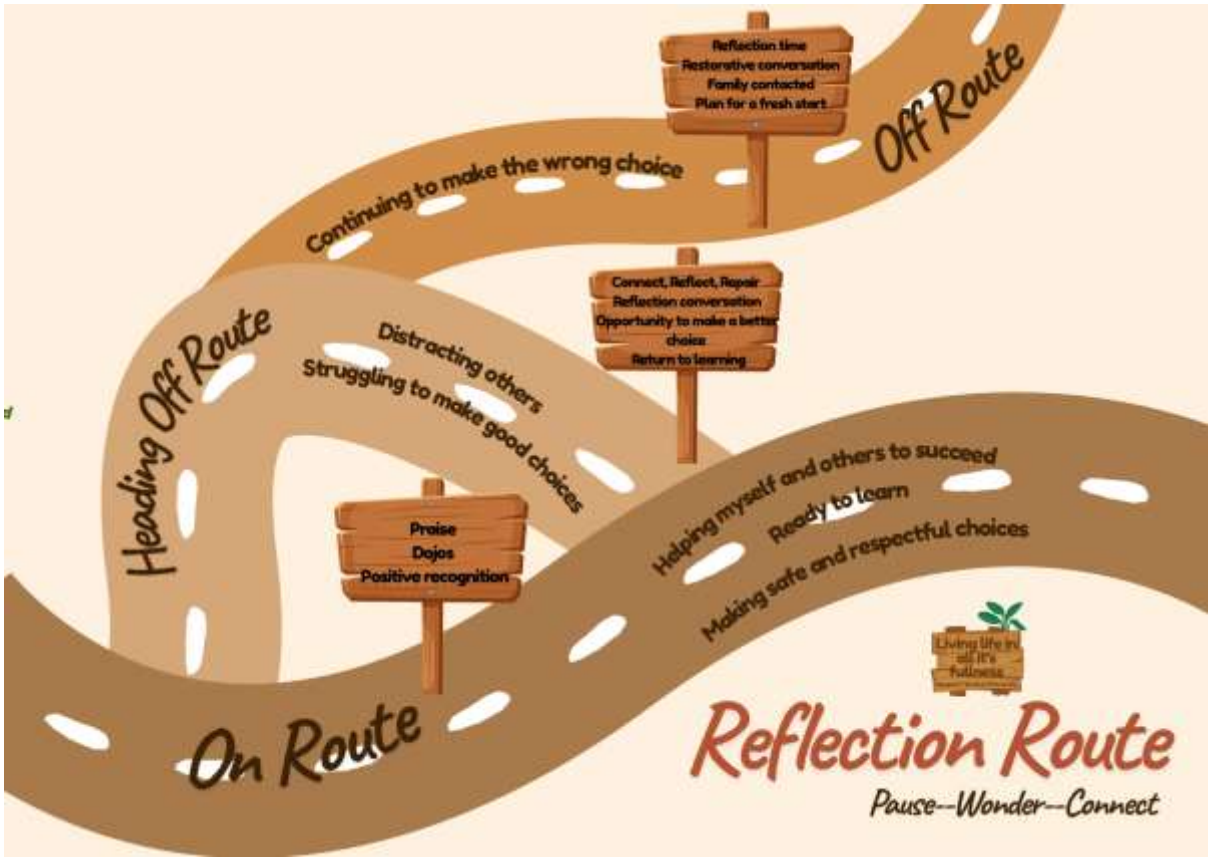
- Behaviour records.
- Attendance data.
- Pupil voice.
- Parent feedback.
- Staff feedback.
- Wellbeing measures.
- Evaluation of interventions and support plans.

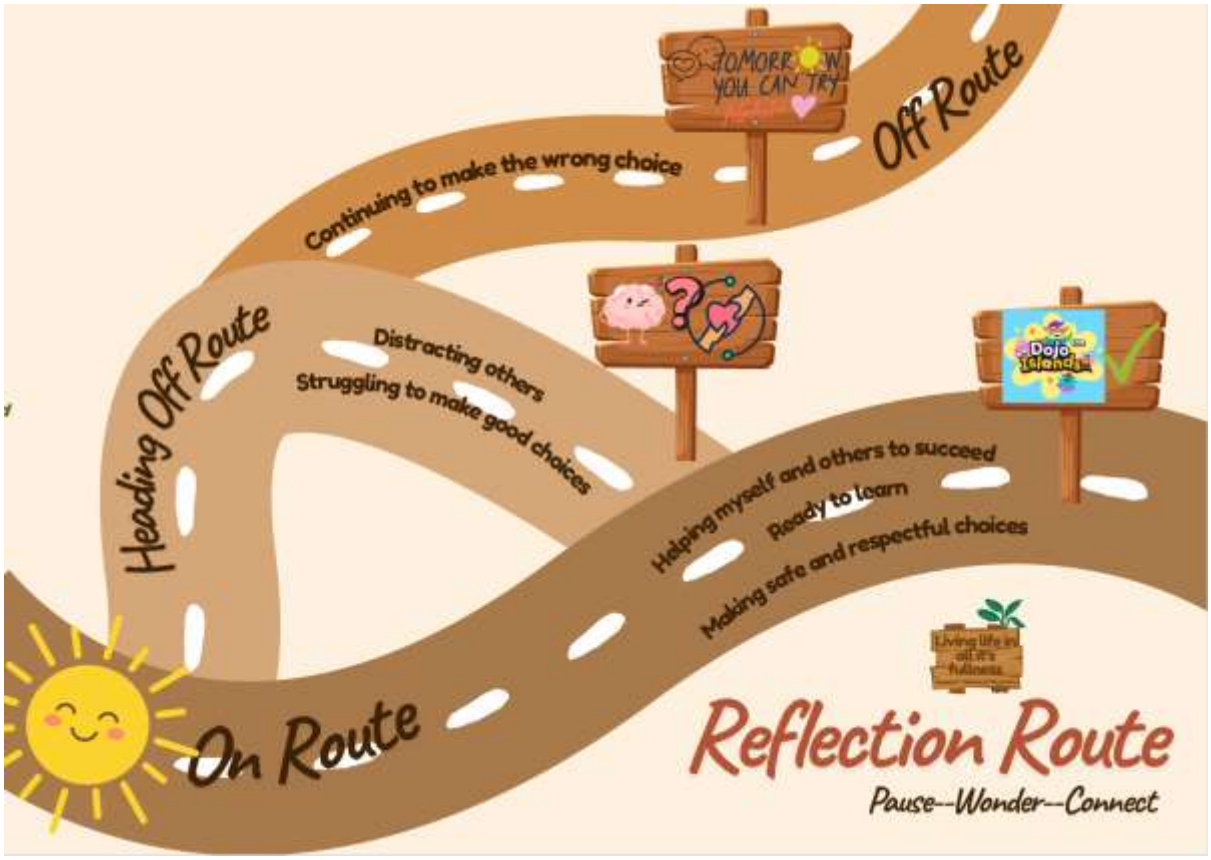
Through this approach we aim to see:

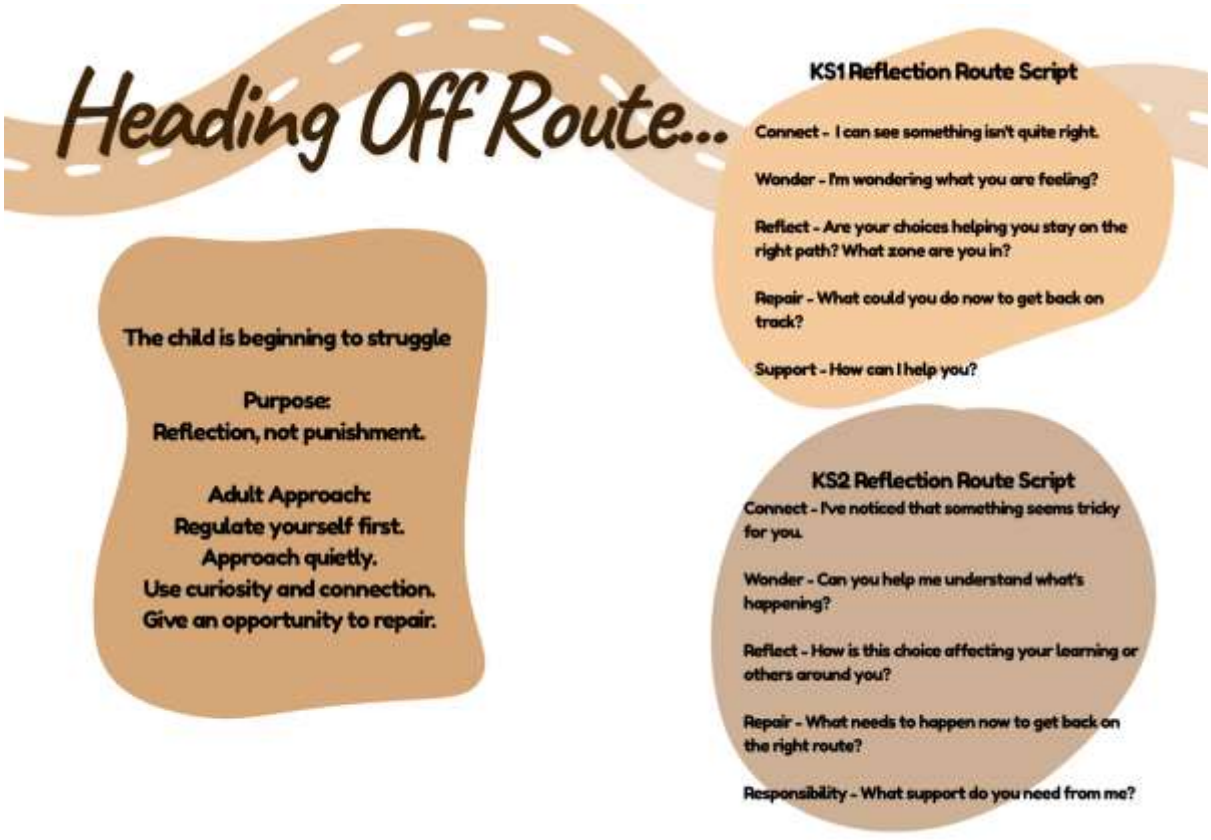
- Improved emotional wellbeing.
- Increased resilience and emotional regulation.
- Positive behaviour and attitudes to learning.
- Strong relationships across the school community.
- Improved attendance and engagement.
- Reduced need for exclusionary practices.
- A calm, inclusive and supportive school culture.

Appendix 2: Reflection Route






TOMORROW YOU CAN TRY
Off Route
Continuing to make the wrong choice
Heading Off Route
Distracting others
Struggling to make good choices
Helping myself and others to succeed
Ready to learn
Making safe and respectful choices
On Route
Reflection Route
Pause--Wonder--Connect


Heading Off Route...
The child is beginning to struggle
Purpose:
Reflection, not punishment.
Adult Approach:
Regulate yourself first.
Approach quietly.
Use curiosity and connection.
Give an opportunity to repair.
KS1 Reflection Route Script
Connect - I can see something isn't quite right.
Wonder - I'm wondering what you are feeling?
Reflect - Are your choices helping you stay on the right path? What zone are you in?
Repair - What could you do now to get back on track?
Support - How can I help you?
KS2 Reflection Route Script
Connect - I've noticed that something seems tricky for you.
Wonder - Can you help me understand what's happening?
Reflect - How is this choice affecting your learning or others around you?
Repair - What needs to happen now to get back on the right route?
Responsibility - What support do you need from me?


Off Route...
Child has not responded to reflection and support or behaviour is unsafe/significantly disruptive.
Focus on:
Support, accountability and repair.
Adult Response:
Remain calm.
State what has been observed.
Move to a reflection conversation.
Complete Reflection Route record.
Parent informed.
Follow-up repair conversation.
KS1 Reflection Route Script
Connect - I can see today has been tricky
Wonder - What happened? How are you feeling?
Reflect - What can we do to help make things better? What will you do next time?
Repair - What can we do to make sure tomorrow is a better day?
KS2 Reflection Route Script
Connect - I can see that despite support, you've found it difficult to return to the Reflection Route today."
Wonder - What happened from your perspective
Reflect - What were you feeling at that moment? Who has been affected?
Repair - What needs to happen now? What will you do differently next time?
Support- What would help you succeed tomorrow?


Whole-School Parent Partnership
Working Together
Our Connect • Reflect • Restore pathway is designed to help children develop self-awareness, emotional regulation and responsibility.
When a child requires additional support, we share information with parents and carers so that school and home can provide a consistent, caring response.
We encourage calm conversations that help children understand what happened, learn from their experiences and make positive choices moving forward.
Together we aim to:
Build resilience
Develop emotional literacy
Strengthen relationships
Encourage responsibility
Support positive behaviour
Provide every child with a fresh start
Mistakes are opportunities to learn, grow and restore.

KS1
Reflect & Restore

For Parents and Carers

At St. Anne's, we believe children learn best when school and home work together. Sometimes children find it difficult to manage their feelings, friendships or behaviour. When this happens, we support them to understand what has happened and how they can make things better for themselves and sometimes others too.

If your child brings home 'Reflect & Restore' - this is not a punishment but an opportunity for us to work together to help your child develop important life skills, including:

Understanding feelings
Taking responsibility
Solving problems
Repairing relationships
Making positive choices

We know that children make mistakes as part of learning and growing; our aim is always to support, teach and encourage and give each child a fresh start every day.

KS1
Reflect & Restore

Today your child needed some extra support through our Restore Pathway. We have talked together about what happened and identified ways to help them be successful tomorrow. We value your support in having a short, positive conversation at home so your child receives a consistent message from the adults around them.

Questions to talk about together...

Today we needed some extra support to:

- ☐ Follow instructions
- ☐ Use kind words
- ☐ Stay safe
- ☐ Solve a friendship problem
- ☐ Manage big feelings
- ☐ Make positive choices

Reflect

What happened?
How were you feeling?
What made this tricky?
What could you do differently next time?

&

Restore

Who was affected?
How we can make things better?
What support do you need?
How can you have a fresh start tomorrow?

Parent/Carer feedback:

School comment:

Date:

Thank you for your continued support

KS2
REFLECT & RESTORE
For Parents and Carers

As children grow, they continue to develop important skills such as emotional regulation, resilience, empathy responsibility.
When a child reaches the Reflect & Restore stage of our pathway, we use restorative conversations to help them reflect on their choices and understand the impact of their actions.

Our aim is not blame or punishment, instead, we want children to learn:
Why situations occur
How emotions affect decisions
How their actions impact others
How relationships can be repaired
How to make more successful choices in the future and know that each day is a new start

We greatly value the support of parents and carers in helping children develop these skills - please let us know if you need any further information or support.

KS2
Reflect & Restore

Today your child needed some extra support through our Restore Pathway. We have talked together about what happened and identified ways to help them be successful tomorrow. We value your support in having a short, positive conversation at home so your child receives a consistent message from the adults around them.

Questions to talk about together...

Today we needed some extra support with:
- ☐ Learning behaviour
- ☐ Friendship issues
- ☐ Respect
- ☐ Emotional regulation
- ☐ Safety
- ☐ Responsibility
- ☐ Other

Reflect
What happened?
How were you feeling at the time?
What do you think contributed to this situation?
Who was affected?
How might they have felt?
What could be done to repair the situation?

&

Restore
What will you do differently next time?
How can school help?
How can home help?

Parent/Carer feedback:

School comment:

Date:

Thank you for your continued support

Class:
Week beginning:

Weekly Tracking Sheet

Child	Day	Concern & Context	Action Taken	Parent contacted

PATTERNS TO LOOK FOR:
Friendship Issues, Anxiety,Emotional Regulation, Transition, Sensory Need, Attention Difficulties, Conflict, Challnges at Home, Work Avoidance, Low Confidence

SUPPORT PROVIDED:
Reflection Conversation, Regulation Break, Trusted Adult Check-in, Movement Break, Time to Regulate, Restorative Conversation, Parent Discussion, SENDCo Discussion, Pastoral Support

Class:
Week beginning:

Half Termly Tracking Review

Child	Days	Total Heading Off Route	Total Off Route	Observations	What helped	Next Steps

PATTERNS TO LOOK FOR:
Friendship Issues, Anxiety,Emotional Regulation, Transition, Sensory Need, Attention Difficulties, Conflict, Challnges at Home, Work Avoidance, Low Confidence

SUPPORT PROVIDED:
Reflection Conversation, Regulation Break, Trusted Adult Check-in, Movement Break, Time to Regulate, Restorative Conversation, Parent Discussion, SENDCo Discussion, Pastoral Support

Appendix 3: Zones of Regulation

The ZONES of Regulation™ Glossary

Self-regulation: The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.

The Zones: A concept used to help students learn how to self-regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four colored Zones with which the students can easily identify.

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

Green Zone: Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student feels a strong sense of internal control when in the Green Zone.

Yellow Zone: Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

Toolbox: A collection of calming and alerting strategies a student can pull from depending on the present need.

Tools or strategies: Used interchangeably to refer to a calming or alerting technique that aids the student in self-regulation.

Trigger: An irritant that causes a student to become less regulated and increases the likelihood of going into the Yellow or Red Zone.

Stop, Opt, and Go: A concept used to aid students in controlling impulses and problem solving better solutions. This phrase is paired with a stoplight to provide additional cues for students.

Expected behaviors[1]: Behaviors that give people around you **good or comfortable thoughts** about you.

Unexpected behaviors[1]: Behaviors that give people **uncomfortable thoughts** about you.

Doer: The person or persons doing the expected or unexpected behavior in a situation.

What is the size of the problem? and Is this a Big or Little Problem?[1]: Questions posed to help students measure the size of the problem they are experiencing (Big Problem, Medium Problem, or Little Problem).

Big Problems: Problems that many people share and that have no easy, quick, or pleasant solution.

Medium Problems: Problems some people share that are able to be resolved in an hour to a couple of days.

Little Problems: Problems that only affect one to two people and can be ignored or solved in a matter of minutes.

Inner critic: Used to describe negative, self-defeating thoughts.

Inner coach: Used to describe positive thoughts.

Superflex thinking[2]: A flexible thinking pattern in which a person is able to consider different points of view or ways to do something.

Rock Brain thinking[2]: A rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.

Appendix 4 - PHD Award

A '*PHD*' in Citizenship

	Standard	Signed	Reviewed
Polite	Speaks politely and always shows respect		
Happy	Has fun at school and helps others to enjoy school		
Determined	Is unrelenting in school work and completes tasks set		
Congratulations	Collect a Bronze Award		
Positive	Is keen to discover new things and have a go at everything		
Healthy	Eats healthily and takes part in exercise with enthusiasm		
Duty	Is caring towards others and school property		
Congratulations	Collect a Silver Award		
Personal Development	Sets personal targets and discusses how to achieve them		
Helpful	Takes on a very active role in school		
Celebrating Difference	Shows exemplary behaviour towards others		
Congratulations	Collect a Gold Award		

You are now an exemplary citizen –well done and keep it up.

Appendix 5 – Ambassador Award

Baslow St. Anne's Primary School-Ambassador Award

	Standard	Signed
Excellent role model	Be an excellent role model in and out of school	
Mature	Be sensible, mature and try their best to do the right thing	
Enthusiastic	Try their hardest in every school subject and all they do	
Respect	Respect everything and everybody in and out of school	
Trustworthy	Always tell the truth to pupils and teachers	
Sensible	Be polite and help people when they need it in and out of school	
Leadership	Be a leader and offer to do a club, mini leaders, dinner duty or show visitors around school	
Responsible	Use their time to make sure something gets done	
Citizenship	Take on an active role and be an excellent citizen both in and out of school	
Congratulations		

You are now an exemplary citizen and School Ambassador

Well done and keep it up!