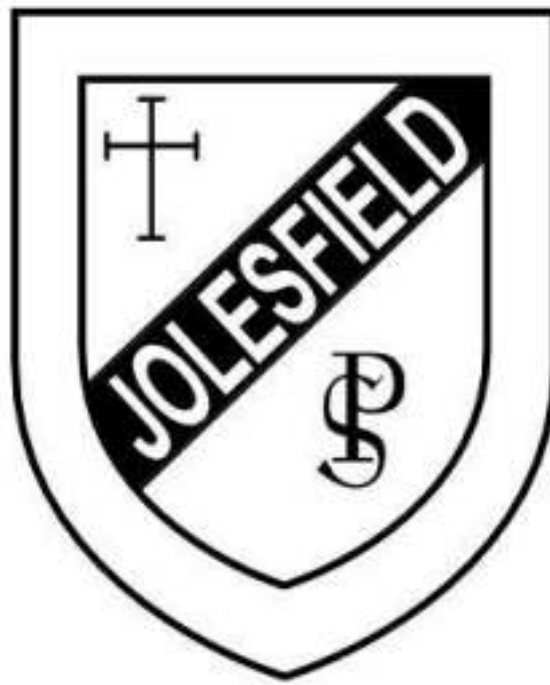


JOLESFIELD CHURCH of ENGLAND PRIMARY SCHOOL



Behaviour Policy

Effective : January 2024
Approved: 23rd January 2024
Reviewed: 10th December 2024
Updated: December 2025
Reviewed and updated: July 2026

Headteacher: V. Price

Chair of Governors: S. Crute

Introduction

Our approach to behaviour stems from our Christian vision. Our vision is that Jolesfield Church of England Primary School enables every child and adult to flourish as individuals and collectively for the good of all.

‘Jesus said, “ I have come that they may have life and have it to the full.” John 10 v10

We create an inclusive school community where children feel rooted in the knowledge of God’s love for all people. We aim for every child to develop a curiosity for learning and celebrate achievement in all its forms, as well as the effort that goes into making progress. The concept of flourishing, linked to ‘have it to the full’ is rooted in our belief that we all inhabit God’s world and he gave it to us to explore and cherish. Therefore, we embrace the full breadth of the curriculum and move beyond in order that our children flourish spiritually, socially, emotionally and academically. As pioneers, children develop a passion for learning, grow in confidence without fear of failure and inspire the adults around them.

Our vision is communicated through our school values of:

- kindness
- thankfulness
- teamwork
- positivity
- respect

We promote a pro-social approach (voluntary behaviour intended to benefit another) based on the following Christian teaching:

“Love your neighbour as yourself.” Matthew 22 v39

“Treat others just as you want to be treated” Luke 6 v31

The Christian value of forgiveness also underpins our approach to behaviour management. Where possible, all behaviour is dealt with on the same day allowing every day to be a fresh start.

“Bear with each other and forgive one another if any of you has a grievance against someone forgive as the Lord forgave you.”

Colossians 3:13

Aims and Expectations

Our vision at Jolesfield Church of England Primary School is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring Christian community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our school has rules around routines and class expectations. These are underpinned by our shared set of mutual values, which reflect our Christian vision:

- thankfulness
- teamwork
- positivity
- respect
- kindness

Our rules promote nurturing relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work as a team in an effective and considerate way. Additional Christian values are also taught and promoted through our collective worship. These include concepts such as Generosity, Compassion, Courage, Forgiveness, Friendship, Trust, Perseverance, Justice, Service and Truthfulness.

The high expectations of behaviour in our school allow children to contribute to their learning experience and flourish in a proactive way whether in school, on educational visits or visiting places whilst representing the school. Safety and the personal sense of safety is one of our primary considerations as this is a pre-requisite for all children to thrive.

We recognise that some children may have experienced a range of Adverse Child Experiences (ACEs) and some children's learning difficulties and/or neuro-differences can make the understanding and following of behaviour expectations more challenging. Therefore, our policy is based on principles of equity rather than equality (see further explanation in appendix 2). However, we treat all children fairly and apply our behaviour policy consistently but appropriately, depending on a child's individual needs, age and stage.

We endeavor to shape, reward and promote positive behaviour through:

- giving consequences, rather than sanctions
- developing understanding of what is difficult or dangerous about an individual's behaviour
- build understanding of the different choices available

- taking protective measures to protect others from harm
- teaching children to recognise their feelings and emotions using ‘zones’
- supporting children to develop a ‘toolbox’ of strategies to help achieve self-regulation
- building understanding in children of their individual triggers
- building emotional literacy to help children communicate their needs and feelings
- helping children to recognise the impact on others of expected and unexpected behaviours
- developing the ability of children to recognise and promote the voice of their ‘inner coach’, rather than ‘inner critic’
- praising and rewarding positive choices, for example, through our RAISE system
- developing ‘superflex thinking’ rather than ‘rock brain thinking’
- teaching strategies to manage anxiety such as ‘Size the Problem’

Our approach to behaviour management is tied closely to our school’s adoption of ‘Zones of Regulation’ (see further explanation in appendix 3). This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and society.

Roles and Responsibilities

Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles, which underpin this policy (see appendix 1). The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy’s effectiveness, holding the headteacher to account for its implementation.

Headteacher

The headteacher is responsible for reviewing this behaviour policy. The headteacher and the senior leadership team will ensure 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 rewards and consequences are applied.

Staff

All staff are responsible for:

- Implementing the behaviour policy effectively
- Modelling positive behaviour
- Using positive praise to shape behaviour
- Modelling and supporting children to use ‘I-Messaging’
- Initiating restorative conversations
- Being responsive and reflective practitioners

- Promoting emotional literacy
- Promoting all elements of Zones of Regulation
- Using the language associated with Zones of Regulation
- Capturing incidents on CPOMS in a way that allows for the identification of patterns and supports effective action
- Recording serious or ongoing behaviour incidents on CPOMS and reporting to appropriate member of senior leadership team

In addition, class teachers are responsible for:

- Consulting and utilising the West Sussex document [Ordinarily Available Inclusive Practice](#)
- Developing class rules, underpinned by our Christian vision, and approach to behaviour
- Building and maintaining routines and rewards to promote positive choices
- Teaching and revisiting all elements of Zones of Regulation
- Maintaining, using and referring to Zones of Regulation display
- Empowering children to build and use a toolbox of strategies for self-regulation
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Liaising with parents at an early stage
- Building understanding of behaviour through seeking and engaging with continued professional development

The senior leadership team will support staff in their management of behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the Jolesfield school vision and rules
- Model positive behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school, where necessary, with the implementation of consequences and behaviour plans
- Inform class teachers of any issues arising from the use of social media
- Endeavour to ensure their child only has access to age-appropriate content

Promoting and Shaping Good Behaviour

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. It is important that children who make good choices are recognised and praised. Children are encouraged to be polite and respectful towards others. This is encouraged and modeled by adults. Some children benefit more from excessive targeted praise as a means of

shaping behaviour and building self-esteem. The names of these children are shared across all teaching staff.

All members of staff are committed to using positive behaviour reinforcement by doing all we can to avoid humiliating a child, overreacting or giving blanket punishment. Instead we work on building positive relationships, and strive to use humour appropriately, keep calm and be positive. We get to know pupils as individuals and try to leave the child on a positive note after dealing with situations. The principles of therapeutic thinking underpin our approach:

- positive phrasing
- limiting choice
- disempowering the behaviour
- natural consequences

An example of this approach is included in appendix 2.

Where possible, the natural consequences are identified with the pupil through the use of restorative questioning such as:

“What was the impact of ____ on you and others? How can you help put this right? How can we make things better for you and others when you feel like this?”

Unsocial and low level behaviours are ignored and managed through distraction and redirection rather than reinforced through the giving of negative attention.

Children’s achievements are acknowledged in a variety of ways including during Celebration Assembly and by in-class reward systems.

Helping Children to Resolve Conflict

When children fall out, they are supported and given time to listen to each other’s points of view. They are encouraged to consider how their actions have made others feel and come to an agreement about how arguments and disputes can be resolved and avoided in the future.

Members of staff use the language of Zones of Regulation to explore how children are feeling. Restorative questioning is used to openly explore what happened with all children involved, for example, “Tell me what happened when...?” “How were you feeling when...?” “Was this an expected or unexpected behaviour?” “How do you feel others were impacted?” Once a full understanding is

acquired, then a discussion of natural consequences can follow. This approach aims to deal with conflict peacefully and fairly, by promoting a safe caring environment where problems can be resolved successfully and responsibly.

This approach does not preclude a member of staff from providing a consequence different or addition to that suggested by a child, but it does provide a framework for making them more meaningful by involving the child in the decision making.

Where lower level behaviours have caused conflict between children, they should be encouraged to use 'I-messaging' to independently express their feelings and resolve conflict without the need for adult intervention.

'I-messaging' is a simple script with 4 stages:

- I feel...
- When...
- Because...
- What I would like to happen is...

For example, "I feel sad when you keep taking my pen without asking because it belongs to me. What I would like to happen is for you to ask first, please."

Teaching Children about Positive Choices

Spiritual, Moral, Social and Cultural Development is promoted not only through our curriculum but also through the ethos of the school and through the development of positive attitudes and values and planned time for reflection. More information can be found about this in our policy of spirituality. Through our curriculum offer, children are involved in stories, worship, planned activities, learning opportunities and games where they learn and discuss what good behaviour means and how to resolve situations where they are unhappy about their own behaviour or that of others. The role model of Jesus is used as representative of kind, considerate and fair behaviour. Teachers also use teaching time to support understanding when particular issues arise in their classes or the playground that are affecting the learning or wellbeing of the children.

Children are given many opportunities to work collaboratively in class, which helps them to share and take turns, listen to others and value their opinions. Children are encouraged to recognise that we are all different and to respect this. Individual and collective responsibility is encouraged. Children are taught a basic understanding of equity rather than equality.

Helping children feel safe

We recognise that in order for children to feel happy and to develop positive relationships they need to feel safe. As adults it is important that we:

- Treat children fairly (and are explicit in this)
- Build positive relationships with all children we have contact with
- Apologise if we make mistakes
- Avoid shouting or using derogatory or humiliating language when speaking to children or to one another about children
- Teach children ways to manage minor incidents independently and tell other children when they don't like what is happening
- Encourage children to identify a 'safe adult' in the school they would feel comfortable speaking about difficulties with friendships, behaviour or issues at home etc
- Recognise that behaviour is a means of communication
- Teach children how to stay safe on the Internet, particularly when using social media
- Encourage parents to share any issues surrounding their child's use of social media
- Are professionally curious
- Ensure incidents of poor behaviour are managed swiftly so the value of forgiveness can be modeled
- Follow the school's safeguarding policy at all times

Unwelcome Behaviour

All children break the rules from time to time. When this happens staff can often change this by praising other children for making a positive choice: (for example 'Well done for waiting your turn to speak'). If the behaviour continues, staff should move to use the graduated response explained below and shared in appendix 4.

Any behaviour, which contravenes our school values of thankfulness; kindness; positivity; respect and teamwork is unwelcome. The following is a list of examples, including but not limited to, the types of behaviour that will be managed in accordance with our policy:

- deliberately disturbing the learning or pleasure of others
- being rude and disrespectful (verbally or through actions) towards adults, pupils or property
- any language or actions used negatively or in a discriminatory way linked to race, age, sex, sexual orientation, religion or disability
- being verbally or physically aggressive towards others
- refusing to follow reasonable instructions

Our expectation is that the ethos and values of the school, outlined in this policy, will be upheld by parents and reflected in the actions of pupils inside and outside of school. Consequences for the behaviour choices of pupils outside of school including on-line behaviour

is the responsibility of parents. However, where behaviour outside of school, including in the digital world, impacts the safety and welfare of others inside school further sanctions may apply. This is in line with the DfE Suspension and Permanent Exclusion guidance which states, 'A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.'

Actions and Sanctions including Fixed Term Suspensions and Permanent Exclusions

Our graduated response to behaviour helps give children ownership of their behavioural choices and the opportunity to make positive choices. The aim is to develop understanding and change behaviour, not to create embarrassment or fear. For low level behaviour choices, a graduated approach is applied.

When a child is not behaving as expected, staff always refer to a child's behaviour rather than the child, taking into account the context of the situation and the children involved. If appropriate, children should be given a 'cooling off time' if and when necessary before investigating a situation and responding. However, where possible, behaviour should be dealt with at the time it occurs rather than 'saved up' to be managed later.

In general, the following graduated approach should be adopted and adapted to the situation, if unacceptable behaviour continues:

- An adult will quietly remind you of the positive behaviour expected.
- An adult will calmly remind you of the school value your behaviour is breaking.
- An adult will suggest a change to help you.
- An adult will decide when and where you need some thinking time to help you get back to the green zone.
- You will be given some time to repair the situation.
- Mr Blakeman or Ms Price will help you to reflect further on your choices.
- An adult at home will be contacted to help support you further.

This is displayed in every classroom. See appendix 4.

If an adult decides thinking time is required, this must be supported by a member of teaching staff or MDMS (if the behaviour is presented during lunchtime). At the conclusion of thinking time, the behaviour expected will be reiterated and additional restorative questioning used, as/if appropriate. The use of office staff and office space is not appropriate for thinking time.

CPOMS is used by the class teacher to detail behaviour, which has resulted in seeing the deputy head or headteacher. However, lower level incidents are also included on CPOMS when it is felt a possible pattern is emerging, for example, a second disagreement between

two pupils within a short period of time. Parents will be invited in for a discussion where concerns around behaviour have been raised on CPOMS more than 4 times in a term. Pupils that are found to have made malicious allegations against staff will have breached our school behaviour policy and consideration will be given to an appropriate sanction. (For more details of the process of managing malicious allegations please refer to our safeguarding policy).

We are mindful that behaviour is a form of expression and therefore all teachers and teaching assistants should use a variety of methods to unpick the reasons for poor behaviour. This may be through:

- using resources from the Woodland Room
- Completing a 'Blob tree' conversation
- Comic-stripping the event
- Speaking to parents
- Completing an ABC record (antecedent, behaviour, consequence)
- Involving our learning mentor
- considering underlying issues, eg, hearing, sight, EAL, ASD, ADHD, anxiety, speech and language

Particularly children who struggle with behaviour as a consequence of a special educational need or ACEs may need an individualised behaviour plan. This might include brain breaks, activity breaks, consideration of sensory diet and a separate reward system. This should be discussed with the SENDco. In addition, if poor behaviour is identified as a barrier to learning, a referral to our learning mentor may also be made.

In some incidents, a graduated response is not suited to the behaviour. Internal exclusion, fixed term suspensions and permanent exclusion may be required in certain circumstances in order to protect the child, others and/or to send a clear signal to other pupils of what is or isn't acceptable.

Any of the following may result in an internal exclusion, fixed term suspensions or permanent exclusion; this is a non-exhaustive list:

- Physical assault against a pupil and/or adult
- Verbal abuse/threatening behaviour against a pupil and/or adult
- Use or threat of use of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender identity

- Abuse relating to disability
- Sexual misconduct
- Drug and alcohol related behaviour
- Damage to property
- Theft
- Persistent disruptive behaviour
- Inappropriate use of social media or online technology

Choosing to bring to school any item that might be perceived as a threat, encourage the behaviours identified above or encourage the poor behaviour of others will also be considered under this policy and depending on the item, intent and individual circumstances could be managed using our graduated response, through internal exclusion, fixed term suspension or permanent exclusion.

Examples of items being brought to school that could result in a fixed term suspension and permanent exclusion include the following without limitation:

- pornographic material
- drugs/alcohol
- any weapons including replicas
- any material containing explicit/discriminatory or offensive language or images

The final decision for the chosen consequence for unwelcome behaviour rests with the Headteacher. This will be made following a reasonable and proportionate investigation, which will take many factors into account, for example, the overall school record of the pupil, age, response and individual needs. Depending on the seriousness or persistent nature of the offence, fixed-term or permanent exclusion may be considered. More information about this can be found in the school's Suspension and Permanent Exclusion Policy.

Persistent Poor Behaviour

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 - equity, rather than equality is a guiding principle. The school's SEN team 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. Where behaviour continues to be a concern, the SENDco may also choose (with parents' permission) to seek advice and/or direct support through outside agencies, for example, LBAT (Learning and Behaviour Advisory Team), Enabling Families or the Early Help Service.

Management of Behaviour Outside of the Classroom

In the playground, we have similarly high expectations of all children and follow the same approach to behaviour management. Consistency of support and keeping contact between the members of staff on duty and the class teachers is integral to the smooth running of the school. Staff members are spread out on the playground to ensure all children are supervised at all times and know where to find an adult should they need one. Effective communication and a shared understanding of routines is an important part of supporting positive behaviour at playtimes. Repeated poor choices at lunchtime may result in closer supervision from an adult to ensure a positive outcome for all children. Routines and agreements are reflected in appendix 5.

Off-site Behaviour

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

Bullying Incidents

Bullying is not tolerated at Jolesfield and, once identified, is proactively dealt with. Bullying is separately reported on CPOMS along with the resulting actions. This is reported termly to the Full Governing Body. This supports the close monitoring of incidents and effectiveness of actions. Parents are informed where any incidents of this nature are identified. Please see the Anti-Bullying and Sexual Harassment policies for more information on this.

Hate Incidents

West Sussex guidance on hate incidents is: A 'hate incident' refers to actions or words that are targeted at a person because the perpetrator is hostile, or prejudiced, towards an aspect of the victim's identity or characteristics. The law identifies five 'strands' for particular protection: disability, race or ethnicity, religion or belief, sexual orientation, or transgender status. When the actions or words also amount to a criminal offence, it becomes a hate crime.

Anyone could be a victim of a hate incident or hate crime, and these are not defined by the intentions of the perpetrator. Instead, if the victim or person witnessing it believes or perceives that an incident was motivated by prejudice or hostility towards an aspect of the victim's identity or characteristics, such as their race, religion, disability, sexual orientation, or transgender status, then it should be treated and recorded as a hate incident.

Hate incidents and hate crimes take many forms, including abusive words, physical attacks, online comments, damage to property, bullying, or a campaign of harassment.

Hate incidents are reported to West Sussex using the Hate Incident Reporting Form (HIRF). All hate incidents are investigated fully. Where intent is identified, these incidents are also reported to the Full Governing Body. The level of seriousness is categorised using the categories found in: Hate-Motivated Incidents: Guidance for Schools (Updated January 2021). The response is shaped by the level of intent, age of the perpetrators and categorisation level.

Physical Contact

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the dignity and safety of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Please see the Restraint and Use of Reasonable Force Policy for further information.

Pupil Transition

Moving into a new year or a new school can be a challenge, particularly for vulnerable children. At the end of each year all children meet their new teacher and spend some time getting to know them. In addition, children who find change a particular challenge may meet their teacher individually, sometimes with their parents and/or have an individual transition plan.

Staff are allocated time to exchange information about children in order to help support a smooth transition. In addition, Jolesfield staff meet with secondary school staff in order to ease the transition for Year 6 going into Year 7.

Other Relevant Policies

Anti-Bullying policy

Sexual Harassment Policy

Restraint and Use of Reasonable Force policy

Special Educational Needs and Disabilities policy

Policy of Spirituality

Appendix 1

Written Statement of our Behaviour Principles

Background

It is the responsibility of the Headteacher to draw up a school's behaviour policy, but in doing so, they must have regard to such principles and guidance as may be issued by the governing body to promote good behaviour and discipline in the school.

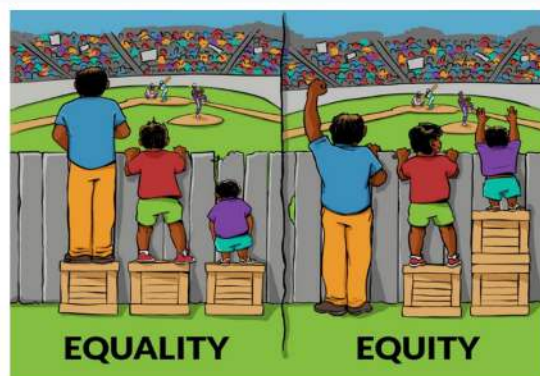
This statement has been adopted by the Governors, following consultation with the parents, Headteacher, staff and pupils, in accordance with the Education and Inspections Act, 2006 and Department for Education Guidance (Behaviour and Discipline in Schools, Guidance for Governing Bodies, July 2013). It is a statement of principle, not practice.

Principles

- High standards of behaviour are essential for a successful school, enabling children to make the best possible progress in all aspects of school life.
- All children at Jolesfield should feel happy, safe and secure, on the basis that "A happy child is a learning child".
- It is a primary aim at Jolesfield that every member of the school community feels valued and respected and is treated fairly and well.
- We expect every member of the school community to behave in a considerate way towards others.
- The behaviour policy should be a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- Ours is an inclusive school and we are committed to the removal of discrimination of any sort, with measures in place to protect children from bullying, discrimination, harassment or victimisation.
- All children have the right to learn, but no child has the right to disrupt the learning of others.
- We are committed to ensuring that vulnerable children, such as those with special educational needs, physical or mental disability and looked after children, receive sensitive and appropriate behavioural support matched to their needs.
- The behaviour policy should set out clearly the school's expectations for behaviour.
- Governors would like to see a range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour.
- Sanctions for unacceptable behaviour should be known and understood by all and applied consistently.
- The behaviour policy should address the approach to be taken by the school when bad behaviour occurs off the school premises and is witnessed by a member of staff or reported to the school:-
 - during any school-organised or school-related activity
 - whilst travelling to or from school
 - whilst wearing school uniform or in some other way identifiable as a pupil at the school

- at any time, whether or not the conditions above apply, that could: have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public, or adversely affect the reputation of the school.
- The Governors firmly believe that exclusions, particularly permanent ones, should be used very sparingly, but at the same time, are mindful of the need to balance the needs of the misbehaving child against the needs of the other members of their class.
- The school will seek advice and support from outside agencies where concerns arise over a child's behaviour.
- The behaviour policy should set out (or reference in a separate policy) the approach to be used by the school in:-
 - screening and searching pupils;
 - the use of reasonable force or other physical contact; and
 - the pastoral care of school staff accused of misconduct
- having regard in all such cases to the latest advice issued from time to time by the Department for Education
- The behaviour policy should recognise the importance of parents and carers in supporting their children to behave well and in the example they set. The policy should be communicated to pupils and parents in a clear way and both this statement and the policy itself should be made available to parents on the school website.

Appendix 2



Equality is treating everyone the same.

Equality aims to promote fairness but it can only work if everyone starts from the same point and requires the same help.

Equity is giving everyone what they need to achieve success.

At Jolesfield, we advocate for each child to receive the resources, experiences, appropriate interventions and support with their learning to achieve their full potential.

Unsocial Behaviours <i>If you become frustrated by this and 'hector' the child, you can cause them to become anti-social – are we expecting them to 'obey'?</i>				
Leaving their desk without permission	'Stay seated in your chair... (name).'	'Are you going to sit on your own or with the group? ' (repeat). 'Would you like to sit on the chair at this desk or that desk? ' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to.... before you go out to break.'
Leaving the carpet during input/story without permission	'I can see you may not be comfortable there but stay seated until we have finished.'	'Would you like to sit in your carpet space /at your desk, or next to me? ' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to.... before you go out to break.'
Refusing to complete the work set	'I know you want to do first I need you to, then you can' 'Can you tell me..../show me?'	'I can see you are not ready to do Maths now, so we can do or and come back to Maths when you are ready.' 'Let's see if we can do this in the book corner?' 'I wonder if we will be faster at the table or book corner? ' (repeat) 'Are you starting your work with the words or a picture? ' (repeat) 'You can work with a friend or on your own. ' (repeat)	'You can choose to finish it later.'	Rehearsing and practising Completing tasks Differentiated curriculum – possibly practical and creative activities to encourage engagement in class

Appendix 3

Zones of Regulation Glossary

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 behaviors¹: Behaviors that give people around you **good or comfortable thoughts** about you.

Unexpected behaviors¹: 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 thinking²: A flexible thinking pattern in which a person is able to consider different points of view or ways to do something.

Rock Brain thinking²: 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 Behaviour Chart

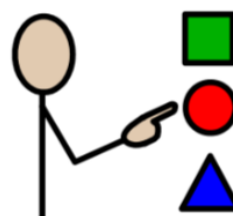
An adult will quietly remind you of the positive behaviour expected.



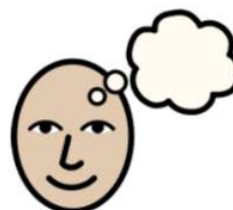
An adult will calmly remind you of the school value your behaviour is breaking.



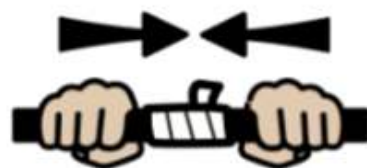
An adult will suggest a change to help you.



An adult will decide when and where you need some thinking time to help you get back to the green zone.



You will be given some time to repair the situation.



Mr Blakeman or Ms Price will help you to reflect further on your choices.



An adult at home will be contacted to help support you further.



