Relational Policy

Behaviour in School

Chetwynd Junior School

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"Chetwynd School should be seen as an extension to the family".

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Relational Policy

*Safety, well-being and achievement for **ALL** in school*

As stated in the Equality Act 2010 – schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. At Chetwynd School we will always assess behaviour incidents individually, bearing in mind the pupil's age, personal circumstances or any provocation etc. We will always consider the cognitive ability and the social and emotional needs of a pupil when assessing the incident.

1. Statement of purpose of our relational policy

Under the Education and Inspection Act of 2006, the school governance is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into the account the needs of all pupils.

Chetwynd Junior School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support both staff and pupils.

We support our pupils to evidence positive behaviour through a restorative and reflective approach which is built upon trusted relationships. We provide a safe, nurturing environment where adults and pupils feel valued and supported. Our consistent child-centred approach evidences our care for our school community and our relentless belief that everyone can succeed.

As a school, academic achievement is a fundamental part of this. However, we see fulfilment of potential in its broadest terms – social, emotional, spiritual and physical development – and endeavour to provide as many opportunities to support this.

At Chetwynd we believe that pupils respond and learn best when the emphasis is upon encouragement and positive reinforcement. Therefore, we place a strong emphasis upon positively reinforcing expected and safe behaviour. This ensures that recognition is given to pupils when they are following and indeed exceeding expectations. We also acknowledge that as humans, every one of us will make mistakes throughout life, so we teach our pupils the skills needed to reflect, repair and reintegrate when mistakes are made.

2. Aims of the Policy

- To create a culture of exceptionally good behaviour for learning and for the school community life.
- To ensure all pupils are treated fairly, shown respect and to promote good relationships
- To support pupils to take control over their behaviour and be responsible for the consequences of it.

- To build a community which values kindness, care, good humour, good manners and empathy for others and are proud to be part of the school community.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum standard for all.

3. Expectations

How pupils and adults behave is integral to the creation of a safe and positive environment for all. Positive relationships are imperative to our practice between all members of our school community.

Our three school rules are memorable and child-friendly

- Be kind
- Mind your manners
- Try your hardest

The three school rules encompass the behaviour expectations throughout the school, along with other routines that have been established – 'Wonderful Walking,' Legendary Line Ups', '1,2,3, all eyes on me', 'Give me 5, give me 10' and 'learning positions.'

(APPENDIX 1 – Chetwynd Relational Blueprint)

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move sensibly and quietly around the school.
- Treat the school buildings and school property with respect and to be proud of our school.
- Wear the correct uniform.
- Accept responsibility for their own actions and engage with the restorative process.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

All staff have high-expectations and promote a positive growth mindset. Our school values also illustrate the ethos of our school.

- Care for All
- Love to Learn
- Have Ambition
- Be Proud

Staff are clear in their expectations and consistently refer to them. These expectations are embedded through assemblies, class discussions and our PSHE curriculum.

4. Positive Strategies

Whilst we expect all pupils to show a high standard of behaviour, we recognise that it is important to value and appreciate positive behaviour. As a school, we are committed to promoting effort and raising self-esteem to ensure that all pupils feel valued and to reinforce the school's culture and values. This will be recognised, encouraged and celebrated in a number of ways:

- Verbal praise and recognition
- Teachers communicating praise to parents via telephone calls, emails or postcards home
- Headteacher postcards sent home every half-term
- Raffle tickets
- Certificates
- Celebration trophies
- Progress medals
- Book tokens
- Celebration assemblies

We have a range of positive reinforcements because adults at Chetwynd recognise that different people feel appreciated in different ways. Adults ensure that there is equity in the distribution of positive recognition and that all pupils, throughout the year, have the opportunity to be recognised for their effort and behaviour. In addition to behaviour awards, in order to help improve attendance, there is a weekly attendance competition. The class that achieves the highest attendance or where a class attendance has improved receives a scratch card that awards the class with a variety of activities such as a board game session, Ted (school dog) time, extra playtime or movie time.

5. Supporting behaviour

Restorative practice underpins the approach to supporting behaviour. This focuses on relationships: building and maintaining them through high challenge and support. The aim of any response to undesirable behaviour should be to maintain the culture of the school and to restore a calm and safe environment in which all pupils can learn and thrive. At Chetwynd we recognise that behaviour which falls below the expectations is an area for development which we will support to the same high standards as we develop academic areas. Our response also ensures healthy relationships are maintained. Capturing the pupil's voice is an important part of the process, this allows the pupil to be heard and gives them a better opportunity to reflect on the behaviour and the impact it has on those around them. Where appropriate, staff should take account of any contributing factors that are identified. Knowledge of triggers for individual children helps adults deflect and avoid conflict and escalation of unsafe or concerning behaviour. Similarly, knowledge of the pupil's home circumstances, and potential ACEs (Adverse Childhood Experiences,) will influence the response required. Knowing our pupils means that adults can intervene early enabling them to support behaviour effectively.



Restoration e.g., Repair and rebuild is an important part of our approach. Pupils are supported in acknowledging the impact of their behaviour on a relationship, be it with another pupil or an adult.
Responsibility not blame is the focus of this process, using mediation/restorative justice as a framework. Further information on this, including the 5 key restorative questions and visual support for Restorative questioning, can be found in Appendix 3.

5.1 Supporting low-level behaviour

Step 1 – Walk by – This can be used as a positive strategy to keep focus on tasks and support behaviour. Just standing near the pupil to re-focus them or commenting on something positive that they're doing to bring the pupil back on track. Allow the pupil time to correct before moving to step 2.
Step 2 – Clarify expectations and rule. Encourage empathy – Encouraging the pupil to think about how their behaviour is impacting themselves and others. E.g., 'Have you noticed others have stopped working? I wonder if you got started on the task, they'd be able to regain focus?'
Step 3 – Time – Give pupils a moment to reflect. What is going on today? What's causing you to struggle? I've noticed… I wonder… I've noticed that you're struggling, do you need a break? / I would like you to take a break.
Step 4 – The script and a restorative conversation after lesson.
Step 5 – Repair. Restorative conversation takes place during a time when there are limited distractions and doesn't interrupt learning time e.g., break/lunch where the teacher and pupil discuss behaviour in more detail. Logical consequence is decided/agreed.

If a pupil chooses not to respond to adult instruction, then a consequence will be applied which could result in some time taken off their break or loss of their break time in order to have some time for reflection. (APPENDIX 2 Behaviour poster displayed in all classrooms)

5.2 Supporting Challenging Behaviour

Step 1 - Risk to ALL is assessed ensuring direct safety of all (including dysregulated pupil)
Step 2 – Approach calmly, acknowledging their emotion/feeling. 'I am wondering if you feel…? Are you able to tell me what has happened?'
Step 3 – Communicate with them, remind them your job is to keep them safe. Sometimes this communication doesn't have to come with a dialogue, being there is communicating we are there to support whilst they are dysregulated.
Step 4 – Distract/engage pupil in conversation if they are receptive, if not successful, remain within the area, manage risk, do not confront.

Step 5 – If pupil's emotion escalates, change person /relationship
Step 6 – Once calm, engage in script

5.3 The Script

At Chetwynd, should pupils display behaviour that does not follow our school rules, we will use it as a learning opportunity for growth and personal development. A scripted response will be used which will ensure a clear, calm and consistent approach across our whole school community.
The script will be used as follows:
1. I noticed you are.... (having trouble getting started, struggling to get going, wandering around the classroom, playing unsafe, engaging in conflict with etc...)
2. It was the rule about... (examples needed linking to agreed rules) that hasn't been followed.
3. You have chosen to... and because of that you will need to speak to me.
4. Do you remember last week when you.... (provide a positive example of something the child was recognised for).
5. That is who I need to see today.
6. Thank you for listening, I'm going back into.... class/round to the office.

Once this message has been delivered clearly, adults (other than members of SLT) we will not engage in further dialogue of this nature with the child as we recognise that this can cause confrontation. This allows the child to have time to reflect on their decisions and what has been said. We do however expect adults to have a restorative conversation at a later point within that day where a logical consequence is agreed and carried out. Incident to be logged in the behaviour log or on CPOMs.

5.4 Restorative Pathways

When working with pupils we use the principals of the 5 key questions to work through incidents and develop the next steps for the pupil and those others (staff or pupils) that have been affected by any incidents of dysregulation.
• What happened?
• What were you thinking at the time?
• What do you think about this now?
• Who has been affected by this?
• What needs to happen to make it right? / What is the right thing to do next time?
(APPENDIX 3)

5.5 Positive Behaviour Support Plans

A Positive Behaviour Support Plan (PBS) may be implemented to support children with a higher level of need. A PBS will be written and discussed with the pupil and parents. It will be explicit, understood and carried out consistently. A PBS may be written with outside agency involvement, including a multi-agency assessment and if appropriate, a referral for statutory assessment and/or the offer of Early Help (EH). Support from the Educational Psychology Service or Warwickshire Specialist Teaching Services (STS) may be sought.

6. The Learning School Community

In order to help the children in school to feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and

responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

6.1 Routines

Routines are an important aspect of our approach as they ensure that expectation s are clear and promote a calm, safe and purposeful learning environment. Children know that regardless of the adult they are with, or their location, these expectations are both expected and implemented.

Arriving at school

- Gates open at 8.40
- Children are greeted at the gate by a member of SLT and Admin staff
- Children are greeted at their year group entrance by an adult
- Children enter the school site calmly and sensibly and walk to their classroom
- Children are greeted by the adults in their classrooms.
- Children enter the classroom ready to learn.

Walking through the corridors

- Everyone walks quietly and calmly and sensibly on the left-hand side

In the classroom

- Children are ready to learn
- Try their hardest
- Mind their manners

6.2 Parents

Parents and carers, where possible should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.
- The school will strive to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.3 Zones of Regulation

As a school we have adopted the zones of regulations approach to support children to recognise, express and manage their emotions. Children will use an interactive classroom display and select and use appropriate strategies to help them. (Appendix 4)

7. Anti-bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We have a strong anti-bullying culture using lessons, theme weeks and visual cues such as posters around the school to support our message:

- Not to put up with bullies.
- Tell someone if you are being bullied.
- That action will be taken.

"Everyone has a right to be safe, secure and happy at Chetwynd School".

7.1 Impact on the Victim

- Children who are bullied can become unhappy, anxious and frightened.
- They may become withdrawn and be afraid to inform someone about what is happening.
- They may become reluctant to come to school and their self- confidence decreases, which can have a negative impact on them now and in the future.

7.2 Impact on the Bully

- Children who bully others are at a greater risk of getting into physical fights, verbal altercations, and are less likely to take responsibility for their actions. Research also shows that children who bully others are at risk of developing antisocial behaviours.
- A child that is consistently unkind to someone may have little or no real friends and may not have the social-skills to form healthy friendships.

7.3 The 'No Blame Approach' to Bullying

- The NBA takes the fact into consideration that bullying is not just an interaction between the offender and the victim but rather a situation where a whole group, in this case a class is involved. The bullying activities are often being observed by others – and in a lot of cases it is the open or silent approval of the others which encourage a bully to continue. An intervention which leads to the withdrawal of support for the offender by bystanders or silent students will have an impact on this student.

There is a seven-step procedure:

Step One

- A conversation with the victim of bullying.
- What is the impact of the bullying so far?
- Talk about the No Blame Approach and how it will work to solve this.
- No-one is accused or punished.
- The victim then chooses a group of children to support them, friends, classmates, witnesses and the child accused of bullying with their friend.
- At the end of the conversation the victim will sign or write something that illustrates their unhappiness supported by the adult supporting the group.

Step Two

- The group meets that day in a sociable space where the children can talk openly.

Step Three

- The feelings of the victim are shared with the group, explaining that the group need to help and support them. This is what the children of Chetwynd would do!

Step Four

- Share the responsibility.
- The children in the group may feel guilty, and may be afraid that they could be punished. The group work together to find a solution.
- This collaboration allows the power of the bully to be moved to the group as a whole.

Step Five

- Ideas of every member are taken.
- Children are asked to think about ways a solution can be formulated.
- The children formulate their proposal and record this. E.g.
- 'I will walk to school with them'.
- 'I will ask them to sit with me at dinner.'
- All proposal should be acknowledged and appreciation should be shown.

Step Six

- The children's suggestions are agreed by all.
- A date for the next meeting is set with all the children knowing that the adult is available at all times if needed before that.

Step Seven

- About a week later, the adult discusses with each student how things have been.
- These meetings are with one group member at a time so that each can share how they have contributed without creating a competitive atmosphere. It does not matter if everyone has not kept to their intention. As long as the bullying has stopped.
- The most important point is that the victim is happy and feels that the bullying has stopped and they feel happier and safe.

- How is this information shared in school?
- Headteacher and Assistant Headteachers

- Teachers
- Parents

8. Logging Behaviour Incidents

Year group behaviour logs

These logs are kept by the year leader and added to by all staff if an incident occurs at breaktimes or within the classroom. The logs are discussed by SLT each week and children who are mentioned three times are spoken to by a member of SLT where we will try to understand what is going on for the pupil and how they can be supported to regulate their behaviour.

Children are also recognised for outstanding behaviour each week by teachers within the year team. These children are also discussed at the SLT and reward with a Head Teacher's award. Where a child's behaviour has become a concern ABC form may be used and incidents will be recorded on CPOMS. (Appendix 5)

9. Positive Handling

- Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:
- Causing disorder
- Hurting themselves or others
- Damaging property that may make an area unsafe for the pupil or others
- Committing an offence
- Incidents of reasonable force 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 safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- When considering using reasonable force, staff should have another member of staff with them, and consider the risks, carefully recognising any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

The school follows the DfE's non-statutory advice 'Use of Reasonable Force' (July 2013); 'reasonable' force means 'using no more force than is needed'. All members of staff have a legal power to use reasonable force (Section 93 Education and Inspection Act 2006). Immediately following an incident, the member(s) of staff involved will verbally report the incident to the headteacher and the child's parents or carers will be contacted. The member(s) of staff will provide a comprehensive written record of the situation as soon as possible, using the physical intervention report form. The written report of the incident must outline what happened before, during and after the incident, and the reasons why specific interventions were used.

DfE Advice: Use of Reasonable Force (July 2013)

10. Suspension and permanent exclusion

If a pupil has shown behaviour that may lead to a suspension, the school will seek support from STS (Specialist Teacher Support Services).

In extreme circumstances, where behaviour presents a threat to themselves or others; seriously disrupts the calm running of the school; presents continued deliberate unwanted behaviour; or causes damage to property, children may be suspended from school for a period of time. This time will be used to formulate a plan to support future positive

behaviour or to allow children time to reflect on their behaviour. The Headteacher will decide on the appropriate course of action, based on both the incident being considered and known prior incidents. Only the Headteacher has the power to suspend or exclude a child from school. The headteacher may suspend a child for one or more fixed periods for up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period and can also be for parts of the school day. In exceptional circumstances, it may be appropriate to permanently suspend a child. This decision will be considered as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy, and where it is felt that a child's continued attendance at the school would seriously harm the education or welfare of other pupils in the school.

If a pupil is suspended for a period of more than three days, a member of the school's SLT will conduct 'safe and well' checks to ensure that our safeguarding duties are maintained. Parents/carers of pupils who are suspended for more than three days and who are in receipt of Free School Meals will be provided with vouchers for this use. On return from suspension, parents/carers and the child will be expected to attend a reintegration meeting with a member of the Senior Leadership Team.
In all circumstances, the school will have regard to the guidance set out in the Government guidance at: htpps://www.gov.uk/government/publications/school-exclusion

11. Screening, Searching and Confiscation

School staff can confiscate and retain any item which is deemed harmful or detrimental to the discipline of the school. School will work with parents in this circumstance and request that parents collect any items that have been confiscated.
DfE Advice: Searching, Screening and Confiscation (July 2022)

12. Mobile Phones

Our pupils are not allowed to have their phones out at any time during the day. If a phone is seen or heard, then it is confiscated and retained in the school office. It can be collected by the pupil at the end of the day.

If this reoccurs then school will look to put a safety plan in place where the pupil is to hand their phone in to the office every morning and collect at the end of the day.

The restriction is place at **all times** while pupils are on the school grounds; this includes when pupils arrive and leave at the end of the day and also in place at the end of after school clubs.

Phones should be turned off (not just put on silent) and put away before entering the school gates and should not be turned on again until they have left the site.

We recognise that some parents/carers, in the interests of their child's personal safety, may wish their child to have their mobile phone with them for their journey to and from school, but must stress the importance of parents/carers clearly communicating that this must be turned off at all times whilst on the school site.

13. Incidents outside of school

Teachers have the power to discipline pupils for misbehaving outside of the school premises, 'to such an extent as is reasonable' as defined by Section 90 of the Education and Inspections Act 2006.
Teachers may discipline children for misbehaviour when the child is:

- Taking part in any school-organised or school-related activity

- Travelling to or from school without a parent or carer.
- Could have repercussions for the orderly running of the school; or - poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.
- Where online activity or mobile messages has caused distress to others
- Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the complaints procedures policy.

14.Safeguarding

Any behaviour causing concern which leads to a member of staff to have cause for concern that a child is suffering, or is likely to suffer significant harm, this will be reported to a Designated Safeguarding Lead (DSL) and the school's safeguarding arrangements, as set out in the Child Protection Policy, will be followed. In all these circumstances the headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the nature of the incident and the actions taken against the pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police may be informed.

15.Staff Development and Support

All staff employed by the school must follow this policy consistently across the school. Where training and development needs are identified, the headteacher will be responsible for making the necessary provision, which may involve the commissioning of outside agency specialist support.

Associated Resources

The following documents have been referred to in the writing of this policy and will be used alongside this policy for further advice and guidance:

DfE Advice: Behaviour in Schools (September 2022)

htpps://www.gov.uk/government/publications/school-exclusion

DfE Advice: Searching, Screening and Confiscation (July 2022)

DfE Advice: Use of Reasonable Force (July 2013) School Guidelines for Reasonable Force are available on request.

Safeguarding Policy

Online Policy

APPENDIX 1

Chetwynd's Relational Approach

Adult Behaviour	Positive Recognition	Our 3 Rules
• Calm, consistent and fair • Meet and greet each child • The least invasive approach • Positive praise • Relentless routines	• Verbal praise • Certificates • Trophies • Phone call home, emails, postcards • Book tokens • Celebration assembly	• Mind your manners • Be kind • Try your hardest **Our Values** • Care for all • Love to learn • Have ambition • Be proud

Relentless Routines
Legendary lines, wonderful walking, walking quietly through corridors, holding doors open, tidy up routine

Supporting low-level behaviour
1. Walk by – a positive strategy to keep focus on tasks and support behaviour 2. Clarify expectations and rule by encouraging children to think about the impact on others e.g. 'Have you noticed others have stopped working. I wonder whether if you settled to work, they'd be able to gain focus.' 3. Time – a moment to reflect e.g. 'What's going on today? Do you need a break?' 4. The script and restorative conversation. 5. Repair

Script	Restorative Conversation
• I noticed you are … (having trouble getting started, struggling to get going…) • It was the rule about… (link to rules) that hasn't been followed. • You have chosen to …and because of that you will need to speak to me. • Do you remember last week when you… (provide a positive example of something the child was recognised for.) That is what I would like to see today. • Thank you for listening.	1. What happened? 2. What were you feeling? What were your thoughts at the time? 3. Who has been affected by what happened? 4. How have they been affected? How are they feeling? What consequences were there as a result? 5. What have your thoughts been since? What do you need to happen now? How can this be repaired? 6. What could you do differently next time? What can help in the future?

APPENDIX 2

Chetwynd Junior School's Learning and Relationships Policy for Pupils



Allow everyone in our school to have a good day.

Please choose;

✓ To be kind

✓ To use your manners

✓ To try your hardest

Remember we are all a member of Team Chetwynd.

Those children who choose to follow our school rules will be recognised by:

- A raffle ticket from your teacher, LSA or lunchtime supervisor
- An entry into the Behaviour Log for doing the right thing
- Celebration and Chetwynd Power Certificates in Assemblies
- A trophy to celebrate your hard work in one of our focus subjects
- A token for our vending machine to choose a book of your choice
- A celebration phone call or email to your parents from your class teacher
- The Head teacher will be informed, your parents may receive a celebration postcard through the post.

Learning Attitudes

It is important that we all try to follow our three school rules throughout our school day.

If we choose to not follow them during lesson time then we are choosing to disrupt the learning of our classmates.

We are therefore CHOOSING to have a consequence.

Points	CONSEQUENCES
1	A reminder from staff to rethink our behaviour choices.
2	5 minutes off the next break.
3	10 minutes off the next break.
4	Inform Year Leader - Behaviour Log entry miss all of next break.
5	HT/DHT informed – Miss all breaks for the next day.

Three entries into the Behaviour Log will mean the Head Teacher is informed.

Any incidents of verbal or physical aggression towards ANY member of our school will result in an instant Behaviour Log entry and the Head Teacher will be informed as will parents.

A pupil may be removed from the classroom as a consequence.



RESTORATIVE PATHWAYS



- What happened?
- What were you thinking at the time?
- What do you think about this now?
- Who has been affected by this?
- What needs to happen to make it right?
- What is the right thing to do next time?

APPENDIX 4

Zones of Regulation



Red

Red Zone
If pupils are in Red Zone, they are at their most heightened state of alertness and are usually feeling anger or rage. It is essential to provide pupils with strategies, resources and activities that will support them in reducing their state of alertness during this stage.

Encourage pupils to listen to their favourite music using headphones.
Breathing activities
Encourage pupils to undertake activities that exert high levels of energy are beneficial to pupils in this Zone, including running or punching a punch bag. Outdoor activities are also a great way for pupils to get fresh air and exercise at the same time.
Comic Strip Stories.
If pupils are in this Zone, it is useful – when they are feeling calmer – to reflect on their feelings and what made them feel this way. The Weekly Wellbeing Journal Pack and the Self-Reflection Journal Worksheet encourage pupils to self-reflect regularly.



Orange

Orange Zone
If pupils are in Orange Zone, they also may feel stressed, frustrated, anxious or nervous. Try these resources and activities to help reduce these emotions.

Encourage pupils to practice a Breathing Exercise with a Breathing Activity Pack to help reduce negative feelings.
Encouraging pupils to exercise is also effective as it allows pupils to regulate their state of alertness and emotions. This includes mindfulness exercises, such as the Mindfulness Cloud Relaxation Exercise.

Yellow



Yellow Zone
If pupils are in Yellow Zone, they may feel stressed, frustrated, anxious or nervous. Try these resources and activities to help reduce these emotions.

Give pupils space to reflect and think about their emotions with a Mindfulness, Feelings, Reflection Resource, as well as ensuring they have a trusted member of staff or friend they can talk to.



Green

Green Zone
If pupils are in Green Zone, they usually feel happy, content, focussed and able to concentrate – they are at their optimal learning level. Encouraging pupils to maintain their concentration.



Blue

Blue Zone
If the pupils are in Blue Zone, they often feel sad, tired, bored and have low concentration. These are some activities that you could include to develop and increase their state of alertness if they are in this Zone

Sensory Break Games are an effective way to increase a pupil's state of alertness and concentration levels.
Making Negative Thoughts into Positive Thoughts. Trying to turn negative or sad feelings into positive thoughts.
Pupils could also be encouraged to read their favourite book, listen to some music or talk to a trusted adult.

APPENDIX 5

1

Chetwynd Junior School Incident Report

Date: Time:	Location: Playground / Field Classroom / Hall / Corridor / Cloakroom / Toilets Out of School:	Type: Verbal ☐ Physical ☐ Sexual Harassment ☐ Online Abuse ☐	Additional Information: Incident led to Green Form ☐ DSL: _____ Incident led to Parent Conversation ☐ Notes attached ☐ Incident led to Fixed term Exclusion ☐ Notes attached ☐

Staff involved: Initial observations:	Pupils involved:

Account 1:	Account 2:	Account 3:	Account 4:	Account 5:

Staff Actions: Signed: _____	SLT Notes: Signed: _____	Follow up Notes Date: Signed: _____