



Key Stage 2

Hampton Junior School Behaviour Policy

Version	Date	Comments	Review
8	Spring 2022	SLT reviewed and shared with staff.	Summer 2022
9	Autumn 2022	HoS reviewed	Autumn 2023
10	Autumn 2023	HoS reviewed and shared with staff	Autumn 2024
11	Spring 2025	Information added about emotion coaching following EP training	Autumn 2025
12	Autumn 2025	Honeypot expectations Add reference to the Anti Bullying policy	Autumn 2026

‘Be the best you can be!’

We seek to provide a safe, calm environment where good behaviour, manners and mutual respect is shown by all. Our aim is to encourage pupils and staff to give their best in a setting which enhances the self-esteem of everyone in our school.

This policy for Positive Behaviour provides a framework to ensure that we work in partnership to achieve our aims and to support our pupils, staff and parents in achieving an atmosphere of encouragement and respect.

All staff, pupils, parents and governors have contributed to the policy and as part of the monitoring process, we will ensure that:

- the policy is reviewed annually
- our golden rules are displayed and regularly discussed
- our HJS Principles are seen as an integral part of our schooling
- the policy is used consistently by all staff

Our Golden Rules

At Hampton Junior School we have 5 golden rules. These rules help us to have a happy and successful school. They are:



Be kind to others



Be a good listener



Be respectful towards yourself, others and the school environment



Be hardworking and challenge yourself



Be responsible

Be the best you can be!

With consistent reminders and positive reinforcement from all staff and parents, our children will be more successful in meeting our behaviour expectations.

Rights and Responsibilities

We believe that our aims are best reached through a partnership where all stakeholders have rights and responsibilities and where our golden rules are modelled by adults.

Staff and Governors' Rights

- to feel safe
- to be treated with respect by pupils, parents and colleagues
- to work in a supportive and understanding environment

Staff and Governors' Responsibilities

- to work as a team, supporting and encouraging each other
- to establish good relationships within the school community and lead by example
- to create a positive and safe learning environment
- to have high expectations of what our children can achieve
- to take a preventative approach to behaviour management
- to treat pupils with consistency and respect
- to involve parents when children are consistently finding it difficult to meet expectations of behaviour or attitude to work
- to have read, understood and follow procedures set out in the Child Protection Policy

Children's Rights

- to feel safe
- to be able to learn to the best of their ability
- to be listened to by adults
- to be treated fairly
- to be encouraged and experience success in learning

Children's Responsibilities

- to take care of and pride in their work, their school and the environment
- to support and encourage each other
- to treat others with respect and consideration
- to take responsibility for their own actions
- to do their best and to allow others to learn

Parents' Rights

- to know their children are safe
- to be sure their children are treated fairly and with respect
- to be able to raise concerns with staff and be informed with regard to their child's progress

Parents' Responsibilities

- to ensure children attend school regularly and on time
- to support the schools behaviour policy
- to promote good behaviour, politeness, courtesy and consideration for others
- to inform the school of any concerns that may affect the behaviour of their child
- to encourage children to have high aspirations
- to respond to and support the school when contacted about their child's behaviour

Behaviour Management in class

Rewards

At Hampton Junior School, we encourage all staff to use positive praise in class and around the school and are keen to 'catch the children being good'. We reinforce our positive praise through a number of whole school systems. This may include:

- Merits are given by staff when children show exemplary work linked to our Bee Rules.
- Stickers that can be given as a motivational tool in the children's books or to wear on their jumpers/t-shirts. Stickers are purely motivational and do not count towards merit awards.
- Personal/class based targets and rewards set by the class teacher at their discretion (e.g. tables points). Individual year groups may also develop specific systems to cater for the needs of that group.
- Star of the week - each class awards a 'star of the week'. The children are chosen and their names are sent to the office so that they can be included in the school's weekly news

notes. Children can be chosen for a number of reasons, such as showing a positive attitude, persevering in class etc

- Assemblies - many of our Friday assemblies are achievers assemblies. Class teachers are asked to nominate a child to receive a certificate based on the theme of the month which is taken from our HJS principles. Our themes celebrate academic, sporting and personal character achievements
- The compliment chain - The class can be awarded a paper clip to add to the compliment chain if a compliment is given to the class by a teacher or adult other than their normal classroom teacher. Once the chain touches the floor the whole class can choose a free class reward e.g. visit to the local park, watching a film, a water fight!
- Lunch time staff reward pupils with tokens at lunch time to reinforce positive behaviour on the playground and in the dining hall. These are counted at the end of each term and a trophy presented in assembly to the winning house (Bushy, Thames, Tudor, Hampton)

YOYOB Chart (You Own Your Own Behaviour)

Each class, and teaching space, is expected to display and use the school YOYOB chart. The YOYOB chart is an opportunity to celebrate good behaviour choices, as well as acting as a sanction for poor choices. When children are displaying good and positive examples of behaviour, their class teacher (or another staff member) may ask them to move their name on the chart to our positive spaces. The first of these is 'Good job', followed by 'Bees Knees', 'Top Banana' and finally 'Honey Pot'. Teachers like to award a special 'Bees Knees' or 'Top Banana' sticker when children get to this stage. If a child continues to demonstrate exceptional behaviour, they may be placed on 'Honey Pot'. In this instance, they will also be sent to the year group behaviour leader to celebrate their achievements and receive a special 'Honey Pot' sticker.

Honeypot expectations

When a child is sent to their behaviour lead this must be for exceptional behaviour. Only 2 or 3 children will be sent to the adult each week and therefore staff must be cautious of who and when children are moved to this stage.

Staff will use 'emotion coaching' as a way of teaching children to self-regulate their own behaviour ([see appendix E](#)). However at times, it may be necessary to apply sanctions.

If a child is making poor behaviour choices in class then they need to be warned verbally to acknowledge their poor behaviour and asked to stop. This gives each child a chance to amend their behaviour. Examples of such behaviour include; shouting out frequently, talking over a teacher or another pupil, refusing to complete work, walking around the classroom when they should be seated. However, should the poor behaviour continue, they should move their name to a 'Reminder', which is the first step. If improvements are seen the teacher may choose to take their name off a 'Reminder' after a while. However, if the poor behaviour should continue, the child then needs to move their name across each progressive step one at a time, as follows:

- **reminder** (sign on chart)
- **play time reflection** (the child stays in class at playtime for a period decided by the teacher. This is supervised by the class teacher or LSA. A reflection sheet is completed (Appendix D).
- If the behaviour is persistent and shows no improvement, **sent to the year group Behaviour Lead** at the next break/lunch time. The Behaviour Lead will contact the parent to inform them of the incident, if they deem appropriate. This may not occur every time as staff will use their professional judgement.
- **sent to the Head of School** if behaviour still shows no sign of improvement.

Where possible sanctions will not occur during learning / class time.

All staff should follow the YOYOB chart in these steps and avoid putting children straight onto another step unless they are due to be there. For example, do not put a child onto 'playtime

reflection' unless they have first been on a 'reminder'. In some extreme cases, staff may feel that a child's behaviour needs to be dealt with more seriously and that moving their name on the chart to a 'reminder' may not suffice. In these cases, advice should be sought from the senior leader. A copy of the YOYOB chart can be found in [Appendix A](#)

It will be at the teacher's discretion if a child is moved on to a stage (such as Good Job) following breaktime, lunchtime or a session working with another adult. If a child is placed on playtime reflection by an adult, it is the responsibility of that adult to ensure the child stays in at the next available opportunity. Staff that cover planning, preparation and assessment time (PPA) will inform the class teacher at the earliest possible convenience.

Management of disruptive and extreme behaviours including bullying

The following are examples of unacceptable behaviours:

- Repeated breaches of the school rules
- Any form of bullying, on and offline bullying including trolling.
- Sexual assault / Harmful sexual behaviour / Peer on Peer abuse. The above is seen as any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation. For further information refer to the school's Safeguarding & Child Protection policy.
- Emotional harm and abuse including body shaming.
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic, anti-transgender or discriminatory behaviour or language
- Leaving the classroom without permission
- Repeatedly ignoring teacher's instructions leading to harm of themselves or others

Serious incidents are defined as poor behaviour that escalates and requires SLT intervention. Parents of children involved in a serious incident are always informed, ideally face to face, but also with a phone call. The Executive Headteacher or Head of School will be the lead member of staff in situations which involve serious incidents of behaviour and where incidents involve safeguarding cases will be reported to the Governing Body. All serious incidents should be recorded immediately on CPOMs. In addition to this the person completing the report should verbally notify SLT and not rely on the electronic notification. This is because all serious incidents should be dealt with on the same day.

Examples of serious incidents may include:

Example of behaviour	How staff are expected to respond:
Tries to create chaos and be disruptive	Acknowledge the child's feelings, 'I can see that you...' Focus on keeping everyone safe (remove other children if necessary, call for help) Focus on modifying most serious behaviour and use de-escalation strategies
Oppositional and Defiant	Be assertive but keep emotional temperature down. Avoid showing anger, irritation or fear. Start each day afresh.
Sexually aggressive	Record all incidences very clearly and seek immediate advice from DSL
Physically or verbally abusive behaviour towards other vulnerable children	Avoid threat of removal/rejection – time in not time out. If unavoidable, do so positively e.g. 'I need to get on with the class – you come and sit here until you feel better', use 'I wonder if you're feeling...' but don't ask child to explain

Racism and other discriminatory Behaviour	Language or behaviour deemed to be racist or discriminatory may result in an exclusion
---	--

Incidents of racial or homophobic language and behaviour

Racial and homophobic harassment will not be tolerated. At Hampton Junior School we promote and celebrate diversity. Staff members who witness an incident must inform the Head of School or SLT member immediately. The school records and reports on all racial or homophobic incidents. Appropriate attitudes and behaviours are fostered by the schools Spiritual, Moral, Social, Cultural (SMSC) education. Racist, sexist, homophobia, antitransgender, language or behaviour is never considered 'banter' and must always be reported.

Bullying is defined as: 'A sustained action or deed that upsets or harms a pupil so that s/he feels uncomfortable and unhappy and as a result there is an effect on his/her emotional wellbeing.' Bullying can involve one person or group by another person or group, where the relationship involves an imbalance of power.

Specifically the key features of bullying are:

- It does not happen just once; it goes on over time and happens again and again – it is repeated (the school keeps records of behaviour incidents and will refer to these when assessing an incident/s)
- It is deliberate; hurting someone on purpose – it is not accidentally hurting someone.
- It is unfair; the person(s) who bully(ies) is stronger or more powerful (or there are more of them) and even if they are enjoying it, the person they are bullying is not. We will not tolerate bullying of any kind for pupils, staff or visitors to our school. This policy should be read in conjunction with our Equalities and Safeguarding & Child Protection Policies, this would be particularly relevant if bullying related to race, sexist bullying, homophobic bullying, and bullying related to disability and special educational needs.

Our aims are to:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about

	sexual reputation or performance, or inappropriate touching, up-skirting
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

The schools **Anti bullying policy** can be found of the school website

Incidents of Child on Child abuse

Child-on-Child abuse is any form of harmful sexualised behaviour which can include physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Child-on-Child abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender based violence. Please refer to our Safeguarding and Child Protection Policy 2023.

Incidents of physical Behaviour towards another person (adult or child)

All areas at HJS should feel safe for everyone. We expect both children and adults to treat each other with respect. Children should avoid kicking games, play-fighting, grabbing games, threatening behaviour, going round in gangs and copying pretend weapons. Incidents which lead to unacceptable physical behaviour will not be tolerated.

Where the incident is judged to be very serious, the child will immediately meet with a member of the senior leadership team who will inform the parents. The children will complete a reflection sheet and attend the next 'Hive' session. A report card may be issued as a further consequence and further attendance in the hive may be deemed appropriate.

Confiscations

Children are not allowed to bring in personal items unless specifically asked to. The school reserves the right to confiscate such items and return them to the pupil or their parent at the end of the day. If the child is repeatedly bringing in items, staff may confiscate these until the end of the week.

Consequences of breaking the code in the playground

Playtime supervisors use verbal warnings and always emphasise what positive behaviour looks like. Should children not respond, incidents will be reported and children will spend time in the timeout 'blue box'. They may have the privilege of using the playground equipment withdrawn or may be sent to the senior leader on duty. Records will be monitored for trends and patterns and persistent offenders. Any lunchtime incident, which is deemed serious, will be reported to the class teacher and to the member of the senior leadership team on duty that day. Parents will also be informed.

Consequences of breaking the code in the Dining Hall

Sanctions may include warning by an adult or being moved to another table. If behaviour does not improve the individual will be removed from the dining room and sat in a quiet location before being spoken to by an adult. Some of the playtime may be taken from the child. Records of all incidents will be monitored weekly for persistent offenders and trends and patterns.

The Hive (due to classroom behaviour)

If any of the behaviours above continue to occur, despite use of the YoYoB chart in class, the following procedure will be followed:

1. The class teacher alerts a member of the senior leadership team who will come to the class and remove the child immediately (if required).
2. The child/ren will be given a "Reflection Sheet to complete" (see [Appendix D](#)).
3. The member of SLT will ensure they have gathered all the evidence about the incident and recorded it appropriately on CPOMs. (This must be recorded as a 'Hive' incident on CPOMs).
 - a. The child will then be asked to join the 'Hive' at lunchtime to discuss the incident and behaviours. The child may also be placed on a 'Report Card' (see [Appendix C](#)) which will be signed off by the relevant year group behaviour lead daily. If a child received a score of '1' three times on their Report Card they will automatically be placed back in the Hive and a new report card issued. The member of the SLT will discuss the incident with the child using the Reflection Sheet.
4. A member of the Senior Leadership Team will make contact with the parent, outlining the incident and the following consequences. This will normally be the SLT member that has dealt with the incident in the Hive.
5. It is the class teacher's responsibility to bring the child to the office or outside of the medical room on the day that they are in the Hive at the beginning of the lunch break.
6. Following a child's third Report Card, parents will be informed that the next major incident that occurs may result in an Internal isolation or other suitable sanction. The Executive Leadership Team will decide if the child is to be internally isolated. If a child is to be internally isolated then they will be removed from their normal class for the next day (or half a day) and alternative breaks scheduled. The Inclusion Manager will also work with the class teacher to create a behaviour plan to support in school (if applicable). If a child incurs six report cards within a year, they may be internally isolated for one day and additionally removed from the playground for one week.
7. The SLT will meet at the end of the day to create an internal isolation timetable for the following day.

The Hive (due to playground / playtime behaviour)

If the incident occurs on the playground the same procedure will be followed but the lunch time supervisors will need to ensure that the child is asked to first go to outside the medical room to allow for a member of the Senior Leadership Team to be called. Once the child has been spoken to by the SLT member they will then be placed in the HIVE either the same day or the next day.

All incidents in the playground must be recorded on CPOMS. Staff must include as much detail as possible and ensure that all those involved have had an opportunity to explain what has happened.

Reporting and monitoring

All incidents that have led to a child attending the Hive will be recorded on CPOMs by a member of SLT. This is an online system, which allows senior leaders to monitor behavioural incidents and record actions against such concerns.

Year 6 - Behaviour consequences and raffles

There are many school events which occur throughout Year 6 and many of them are deemed as a privilege for a child's final year at school.

If a child's behaviour is consistently not following our bee rules (e.g. persistent low level disruption, speaking rudely to others, overly physical play, repeatedly on playtime payback, sent to behaviour lead or in the Hive), staff will implement the '3-strike system', whereby a 'strike'

serves as a verbal reminder about the behaviour. If a child receives 3 x strikes, they will have a reduced amount of time off one of these privileges.

Year 6 and year 5 also have a raffle system whereby if a child ends up on 'Honeypot', they are awarded two raffles which goes towards a reward.

When the policy does not work

At Hampton Junior School, we strive to be a fully inclusive school and ensure our policies and procedures are developed to support all children and staff. However, there will be some children, approximately 5 %, who will not respond to the strategies already outlined in this policy. These children will need to be clearly identified by the school and all staff must be made aware of how to manage their behaviour. These children will be required to have a 'Personalised Behaviour Plan' in which their triggers, actions and support are recorded in detail (see [Appendix B](#)). The class teacher, Inclusion Manager and LSA will all be involved in creating this document, which will be shared with the rest of the staff and the child's parents. The Personalised Behaviour Plan (PBP) will be reviewed regularly and further developed where necessary. Our aim is always to support the child so that they eventually do not need a PBP.

Internal Isolation / Suspension

Internal Isolation

The following list are some examples of when internal isolation may be considered (this is not a definitive list):

- Acts of physical or verbal aggression
- Racist, homophobic or other discriminatory language
- Using equipment dangerously
- Consistently ignoring instructions
- Consistently affecting the learning of others
- Bullying
- Repeatedly swearing

Parents will be informed if their child has been internally isolated and may be requested to attend a meeting. This will be to discuss the reintegration programme including playtimes and the allocation of a behaviour mentor. Targets will be agreed at the meeting and a review date set.

Our aim is to take supportive steps and a restorative approach. This may involve working with the child/ren encouraging them to give their sides and facilitate a resolution. External advice may be sought if appropriate such as educational and child psychologists.

Fixed Term or Permanent Suspension

The decision to suspend is taken very seriously and considered only when all other possibilities have been exhausted. This will be in strict accordance with policies and practice laid down by AfC and DfE guidelines.

DfE

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

AfC

<https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/education/school-exclusion>

Use of reasonable force

The term 'reasonable force' covers the broad range of actions used by adults that involves a degree of physical contact with pupils. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where an adult needs to physically intervene to prevent violence or injury.

All members of school staff have a legal power to use reasonable force. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following scenarios highlight some reasons for the possible need for reasonable force:

- to remove a disruptive child from the classroom where they have refused to follow an instruction to do so
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- to physically intervene if a pupil is at risk of harming themselves through physical outbursts.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Please refer to the positive touch policy.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force, as is reasonable given the circumstances, to conduct a search. The following are examples of these "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil

Following any physical intervention, the member(s) of staff involved will be required to complete the 'Restraint documentation' which outlines the reason for reasonable force and the actions taken. Parents will always be informed if a pupil is restrained or force has been used.

Appendix A

Honey Pot

If continued, exceptional behaviour is demonstrated the child will move on to 'Honey Pot'. They will see their behaviour lead to discuss their achievement

Top Banana

Child will move on to top banana if they have demonstrated outstanding behaviour and academic achievement

Bee's Knees

Good Job

If a child has been working really hard, been polite or generally lovely they can move their name to this card

Reminder

Following a verbal reminder, children are to move their name on to the yellow warning card.

Playtime reflection

Children to stay in for a period of time to complete a reflection sheet. This will need to be with the class teacher!

Sent to(see chart on wall)

Children to be sent to the Behaviour Leader for this year group!

Head of School

Child to be sent to the head of school.

**Appendix B (please ask the SENCo to complete this form with you)
To be completed after three report cards.**

HAMPTON JUNIOR SCHOOL BEHAVIOUR PLAN:		
PUPIL'S NAME: CLASS:		
Date plan starts: Date of next review:	Medical conditions/needs: Staff working with the pupil:	
Triggers:	Positive behaviour management strategies:	
1. Target behaviour:	1. Strategy:	1. Review
2. Target behaviour:	2. Strategy:	2. Review
3. Target behaviour:	3. Strategy:	.Review

Appendix C

Report Card

Name of Child _____

First day of the report card: _____

Please score my session

1

2





3

Lots of wrong choices

Fantastic behaviour

Day	Session 1	Break	Session 2	Lunch time	Session 3	Session 4
One						
Two						
Three						
Four						
Five						
	Comment by Head of School / Senior Leader					
	Comment by child:					

Appendix D

Name: Adult reflection sheet completed with:	Class:	Date:		
What did you do?				
What happened before?				
	How did you feel / zone?			
				
	Angry	Sad	Anxious	Calm
What happened afterwards?				
	How did you feel / zone?			
	Angry	Sad	Anxious	Calm
How do you think the other people involved felt?				
	Angry	Sad	Anxious	Calm
What could have happened differently? What do you think we can do to make this better?				

Appendix E

Emotion Coaching

The staff at HPP have received training from the Educational Psychologist in emotional coaching and we implement this approach across the school:

WHAT IS EMOTION COACHING?

Emotion coaching is helping children understand the different emotions they experience, why they occur and how to handle them. At the heart of emotion coaching is building trusting and respectful relationships with children.

THE FOUR STEPS OF EMOTION COACHING-CALM:

Connect

Recognising the child's feelings and empathising with them

Acknowledge

Validating the feelings and help the child in labelling them

Limits

Setting limits on behaviour (if needed)

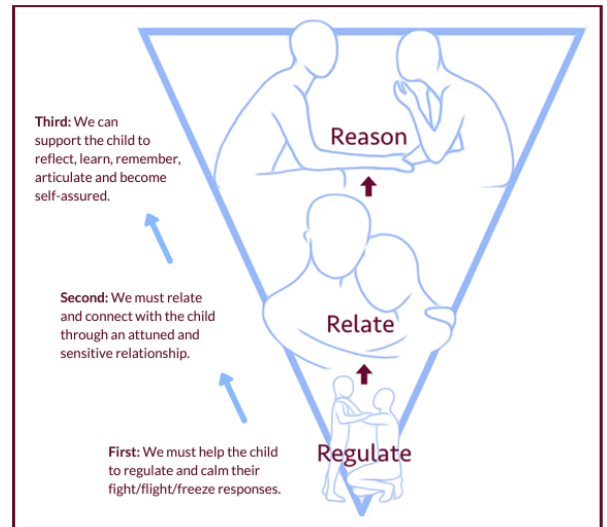
Make a Plan

Problem-solve with the child

Possible script: *You've had to stop doing your favourite activity and I am wondering if that has made you feel angry - I can see you are clenching your fists and your face is red. I'd be frustrated or angry too if I had been interrupted from something I enjoy. It's ok to be frustrated, it's not ok to say mean things as it upsets others. When I feel frustrated I find it helpful to count down from 20. Let's try it together now".*

Scenario:

'Abbie is sitting at her desk ripping up a piece of paper into small pieces instead of doing her maths work. She tells you that another child was mean to her at break time and made fun of her.'



Possible script:

(crouching down beside the child) I can see you are not engaged with your maths learning at the moment. I can also see that you are tearing your paper up which tells me you are feeling frustrated. I would feel frustrated too if someone was unkind to me. It is alright to be upset and not begin your learning straight away but it is unacceptable to tear paper. Shall we have a look at the zones of regulation display and see what strategies we can use to get you back into the 'green zone'? Now we will begin with the learning and later we will discuss the situation at hand and ensure it doesn't happen again

Scenario:


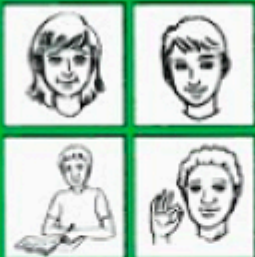


'Simon is rocking on his chair and flicking bits of rubber across the table. He stands up and starts to walk towards the door. He leaves the classroom and starts screaming in the hallway. Simon was very late for school today and you know he has been having trouble sleeping'.

Possible script:

I know you have just left the classrooms and I can see you are dysregulated/ in the red zone. I know you have come in late and don't seem yourself. I am wondering if you have had a good night's sleep. When I feel tired, I also feel more emotional and frustrated. It is okay to feel emotional, it is not okay to disrupt the class and leave without permission. When I feel frustrated, I find it helpful to move my body outside for 3 minutes. Let's try it together now. This may help you return to the green zone.

Zones of regulation:

To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Zone of Regulation they are in. Some pupils have a personalised 'toolbox' to provide them with an appropriate calming or alerting activity to get them back to green.

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control