



Learning in
Harmony
Trust



Drew Primary School

Behaviour for Learning Policy

Academic Year 2026/27

Drew Primary School is committed to creating a safe and nurturing environment where every child can thrive academically, socially, and emotionally. This is achieved through staff building respectful, positive relationships with all children. Our Behaviour Policy is designed to foster a positive school culture that reflects our core values. We teach positive behaviour, not just enforce it, so that all children can learn the skills of self-regulation; this in turn will give them the best possible chance to achieve their potential. We believe that inappropriate behaviour that goes against school expectations should be addressed through a reflective conversation, followed by a consequence if required. This approach supports our children to learn from their actions.

Our principles to achieve this are:

- mutual respect
- shared high expectations
- positive reinforcement
- promoting self-regulation
- reflective conversations
- consistent language
- working with families

Purpose of this policy

In applying this policy, the school will consider its duties under the Equality Act 2010 (including making reasonable adjustments for disabled pupils). It will also consider the individual needs of children with SEND. The school will have regard to its safeguarding and suspensions and exclusions policies where appropriate.

This policy can extend to activities outside the school day and off the school premises when the child is taking part in any school organised or school related activity, travelling to or from school, or when identifiable as a child at the school. It also includes any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another child, or member of the public or adversely affect the reputation of the school, including online behaviours.

It is aligned with Keeping Children Safe in Education (KCSIE). Behaviour that suggests a child may be experiencing or at risk of harm will trigger an immediate safeguarding response in accordance with the school's Safeguarding Policy.

This policy outlines our approach to behaviour in accordance with the following guidance:

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive Interventions, including the use of reasonable force, in schools
- Keeping Children Safe in Education
- Searching, Screening and Confiscation
- Behaviour in Schools
- SEND Code of Practice
- Mental health and behaviour in schools
- Mobile phones in schools
- Human Rights Act 1998

- Equality Act 2010

Our Core Values

These underpin and guide the behaviours expected from everyone within the Drew community daily. They are embedded throughout the school, clearly displayed in classrooms and communal areas, and referred to throughout the school day. They are explicitly taught to the children through assemblies, in classrooms and during reflective conversations. This fosters a culture of respect, empathy, and kindness throughout the school, encouraging our children to appreciate diversity and show empathy toward others. (See Appendix A)

Our Core Values are: • Show Respect • Take Responsibility • Learn with Others • Make the Right Choice.

Promoting Positive Behaviour

At the beginning of the academic year, class teachers are expected to teach and reinforce our behaviour expectations and routines (Drewisms). These will be referred to throughout the year. (See Appendix B)

Praise and Recognition

We praise and recognise children who are demonstrating the core values and Drewisms during the school day. They will move their name up the behaviour chart to fantastic, then to extraordinary. We promote the belief that positive behaviour and successes within school are intrinsic rewards in themselves and do not always require a tangible reward. (Stickers can be given at each staff member's discretion.) See Appendix C



Student of the Week

Each week, two children from each class receive 'Student of the Week' certificates in recognition of demonstrating the core value for that week.



Core Value Champion Award

At the end of each term, one child from each class will receive the prestigious, bespoke 'Core Value Champion' award. This is in recognition of their consistent demonstration of all the school's core values throughout the term.

Conflict Resolution

Children are encouraged to develop their independence by dealing with incidents themselves, initially through using the school's three-part message:

- I don't like it when you...
- It makes me feel...
- Please don't do it again...

Zones of Regulation

The Zones of Regulation is a framework for teaching children strategies for emotional self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, and guide them toward strategies to support regulation. For example, finger breathing.

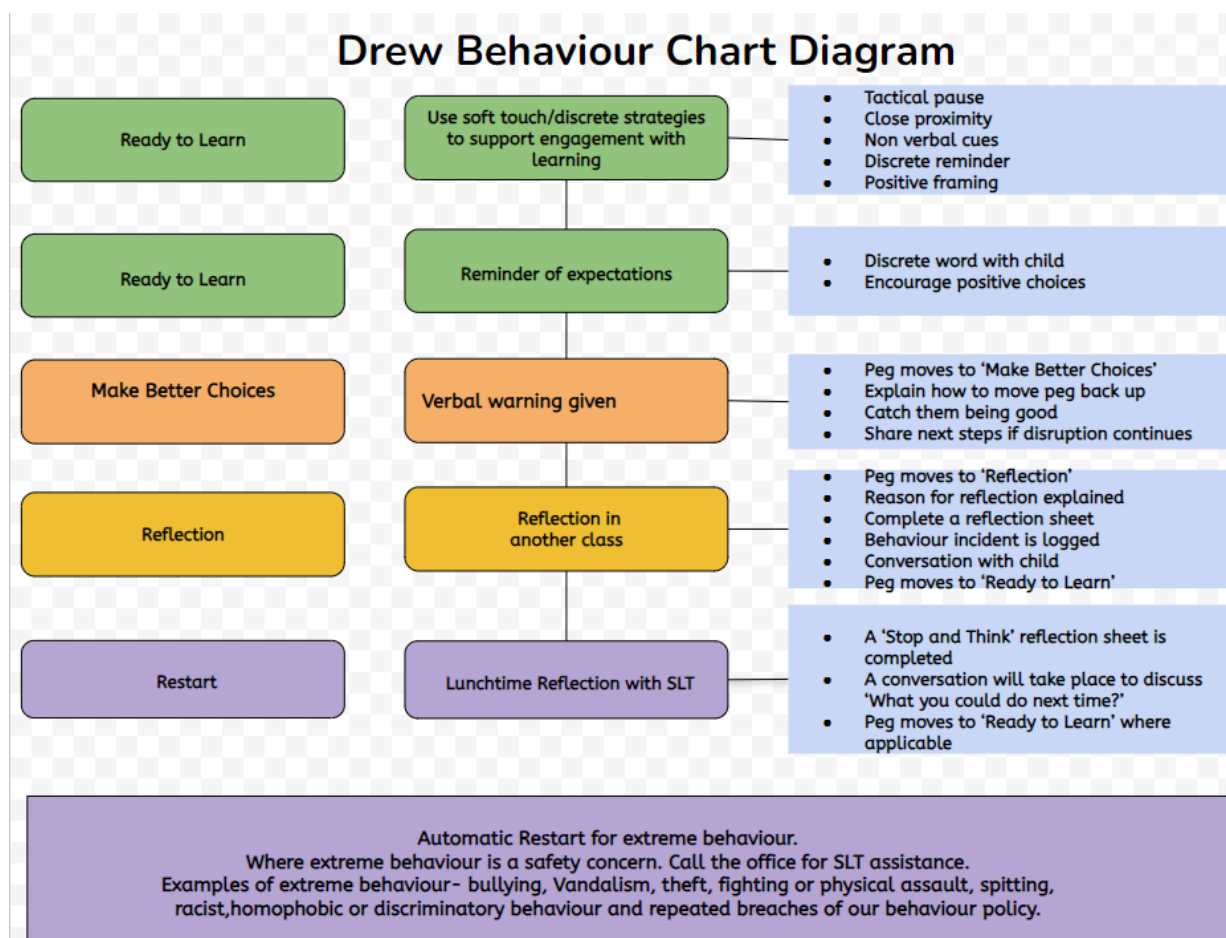
There are four colours or 'Zones': blue, green, yellow and red. All classrooms have a Zones display, which is used as a check-in at the start of the day, after break, and after lunch.



Consequences and Reflection

When a child makes poor behavioural choices, both they and adults must understand that the behaviour is unacceptable, not the child as a person. Staff dealing with these behaviour incidents are required to remain calm and display emotional restraint whilst, in appropriate situations, letting children know how they have made an adult feel. For example, disappointment.

Poor behaviour choices should not be a barrier to learning, either for the individual or others. Therefore, when a child makes a poor behaviour choice, they know there will be a consequence; we use a shared language when dealing with unwanted behaviours, as illustrated in the chart below. (See Appendix D for more details of our stepped approach.)



In the Playground

In the playground, children are still expected to follow our core values. It is the responsibility of staff on the playground to supervise the children and to monitor behaviour. Poor behaviour in the playground will lead to a 'reflection time out' during which a child is required to spend at least 5 minutes at the wall. The adult who has asked the child to reflect is responsible for supervising this reflection and will ask the child to explain how they would make a better choice next time.

For extreme behaviours that require more than a playground time-out, the child is required to attend a restart with a member of the Senior Leadership Team. The supervising adult is required to log the incident on CPOMS.

To ensure that opportunities for poor behaviour are limited, children should be collected promptly from the playground at the end of lunch and the end of playtime.

Playground rules

- First bell – STAND STILL
- Children should not use the water fountain or toilets after the first bell
- Second bell – WALK TO YOUR LINE
- Children should then line up quickly and quietly

- Teachers must be on time to meet their classes

Bullying Incidents

We have a zero tolerance approach to bullying, including the use of racist language. Incidents are logged on CPOMS and reported to the Local Governing Body termly. Please refer to the [Anti-Bullying Policy](#) for more information.

Our Children with Special Educational Needs (SEND)

For children with very specific needs who understandably find it hard to understand and meet the expectations outlined in this policy, we differentiate and adapt our approach to meet each child's needs and enable them to succeed. For example, a personalised behaviour chart. We also seek to gather and implement advice and support from specialist services if needed, and this is reviewed regularly.

Individual Education Plans

Sometimes children with very specific, long-term needs require a more personalised approach. They will be added to the SEND register under the SEMH (social, emotional, and mental health) category because they have a range of emotional and behavioural needs. At Drew, we believe in supporting our children in the best way possible. This means that some children have IEPs written by the class teacher in consultation with the parents. At this stage, relevant staff members are made aware of the plan and may have input into the process. Other external agencies may also be involved. A review will be held termly, with ongoing dialogue with the family and child.

Recording Behaviour Incidents

At Drew, we use CPOMS to record behaviour incidents electronically. The intention is to capture enough information to ensure that we can:

- Be informed about behaviour incidents and their responses.
- Monitor individual children's behaviour over time to determine whether further support is required.
- Analyse patterns and trends to help inform how we continue to improve behaviour.

When entering an incident onto a child's CPOMS record, the account must be clear and accurate. The language used needs to be factual, concise and objective.

Where a pattern of persistent behaviour is identified, the class teacher will inform parents, and the conversation will be recorded on CPOMS. This will be the starting point for discussions around further support if needed.

Report Cards

Children whose behaviours are of concern receive a report card. The decision to place a child on report can be made only by a member of the Senior Leadership Team following a meeting with the parents.

The report card will detail behaviours that need to change and set targets to improve behaviour. A child on report needs to be signed off by a member of staff after each session, including break times. The child

needs to demonstrate their behaviour targets have been met consistently over a set period before moving off this system.

Behaviour Beyond the School Gates

The full scope of this policy, including online and out-of-school behaviour, is set out under 'Purpose of this policy' above.

Although our school's physical boundaries end at the gates, Drew's behaviour for learning policy remains active whenever a child's actions "reach back" onto the school's site. This is most common with online incidents. For example, unkind messages on gaming platforms or social media that occur outside of school hours but result in distress, exclusion, or conflict in school.

Sanctions

Before applying a sanction to a child, staff must consider:

- Whether the SEND contributed to the misbehaviour.
- Whether a sanction is appropriate and lawful in light of the child's disability.
- Any necessary reasonable adjustments to the sanction itself.

We will always try to adapt and personalise provision for our children to ensure they can access education and reduce the risk of suspension or exclusion.

Possible sanctions include:

- A verbal reminder and warning, with the child's name moved down to 'Make Better Choices'
- Reflection time in another class for a short period.
- Removal from class where learning continues under the supervision of an adult.
- A lunchtime restart with a member of the Senior Leadership Team
- Loss of a privilege (playground ban)
- Being placed on report, following a meeting with parents
- Suspension
- Permanent Exclusion

Removal from Classrooms

For some children, the classroom can be an overwhelming environment and they may choose to spend time away from it, or an adult may suggest this as a proactive strategy to prevent dysregulation. This is not removal.

Removal is a disciplinary measure where a child is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the child's education in a supervised setting. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parents should be informed on the same day if their child has been removed from the classroom.

This is different from the use of a restrictive intervention such as seclusion, which should only be used as a safety measure to protect others from harm when a child is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not a disciplinary response.

At Drew, removal is used for extreme behaviour that is affecting learning and the emotional or physical safety of the child or of others. In these situations, the child is required to continue their work in a separate, supervised room, overseen by a Learning Mentor team or a Senior Leader. Removal in this sense is distinct from reflection, which is a short, positive opportunity for a child to self-regulate (see Appendix D, Stage 4), and from restart, the reflective conversation that follows a serious incident (see Appendix D, Stage 5).

Suspensions and Exclusions

At Drew Primary School we will always try to adapt and personalise provision for all of our children and work with parents/carers and external agencies to ensure that they can access education. This may include

multi-agency support, statutory assessments, an off-site direction or a managed move. When a child has an EHCP we will inform the Local Authority if behaviour is becoming a concern, and will consider requesting an early Annual Review.

In some circumstances it may be necessary to exclude a child for their behaviour, including for behaviour that takes place out of school e.g. when travelling to and from school, on school trips and residentials or online.

Exclusions can be for a fixed period (known as a suspension) or permanent.

Suspension may be used for a single incident or for ongoing, persistent behaviours. This may include (but is not limited to):

- where the safety of the learner, other children or staff is compromised.
- where the learning of other children is significantly disrupted.
- inappropriate sexual behaviour.
- consistently ignoring instructions from adults and therefore making it impossible to return to class.
- deliberate damage to property.
- bullying (including online bullying).
- incidents involving a knife or the deliberate use of weapons.

Permanent exclusion is used as a last resort when all approaches towards behaviour support and management have been exhausted, and in response to:

‘a serious breach or persistent breaches of the school’s behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.’

Suspensions and exclusions will be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Children.

In certain circumstances, a school can temporarily forbid a child from attending its premises, for example, due to an allegation of harm by one child against another (often known as child on child abuse) which might require physically separating a child from one or other children. This is not an exclusion on disciplinary grounds and is known as separating for safeguarding purposes.

Further details around our policy on suspensions and permanent exclusions are in the LiHT ‘School exclusions, suspensions, managed moves and off-site directions’ Policy.

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a child from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among children at the school, whether during a teaching session or otherwise

The school will follow DfE guidance as detailed in the LiHT Restrictive Interventions policy.

We will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions under any circumstances. The adoption of a 'no contact' policy at a school can leave staff unable to intervene where reasonable, given the circumstances, to fully protect children.

Searching, Screening, and Confiscation

The school will follow DfE guidance 'Screening, Searching and Confiscation – advice for schools.'

Searches without consent

The following items are banned in school and children may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: (i) to commit an offence, or (ii) to cause personal injury to, or damage to property of, any person (including the child).

The school may also search for mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video), for vapes and for medication (prescribed or over the counter) unless specifically authorised e.g. EpiPen, asthma inhaler.

A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. The school will follow statutory guidance when deciding what to do with a seized prohibited item.

When exercising their powers, schools must consider the age and needs of children being searched or screened. This includes the individual needs or learning difficulties of children with Special Educational Needs (SEN), and making reasonable adjustments that may be required where a child has a disability.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the child has the prohibited item in his/her possession. Only staff members authorised by the Head Teacher may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, or other smart technology, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The

school is entitled to retain the device if it contains material which has been or could be used to cause harm, to disrupt teaching or break the school rules.

Searches with consent

The school may search children with their consent for any item. A child's possessions can only be searched in the presence of the child and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The person conducting the search may not require the child to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the child has or appears to have control – this includes bags.

Confiscation of articles

School staff have the power to confiscate property from children under their general right to discipline contained in s91 of the Education and Inspections Act 2006 and will follow the DfE guidance 'Screening Searching and Confiscation – advice for schools.'

Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, children and visitors. The school policy on drugs applies to all school and school related activities whether on or offsite. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs as well as medication that is not being used as intended.

The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs-related incidents. Children will receive drug education as part of the RSHE programme.

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

Mobile Phones and Smart Technology

The use of mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) is prohibited throughout the school day, including during lessons, the time between lessons, at breaktimes, lunchtime and in school clubs.

When it is appropriate for a child to bring a device from home e.g. to support communication or to monitor glucose levels, school staff must ensure that children are always supervised and that Trust guidance is followed.

Please refer to the Anti-Bullying Policy for the school's approach to bullying.

Appendix A – Core Values

Core Value	What it means	What does this look like?
Show Respect	Treat others as you would like to be treated	Kindness, Appreciation, Consideration, Tolerance & Manners
Learn with Others	Listen and respond to others	Encouragement, Positivity, Sharing, Teamwork & Patience
Make the Right Choice	Doing the right thing at the right time	Awareness, Proactive, Sensible, Mindful & Co-operation
Take Responsibility	Own your actions	Accountability, Courage, Honesty, Ownership & Leadership

Appendix B – Drewisms

This document serves as the foundation for our core expectations within and around Drew. Classes focus on embedding these Drewisms at the start of the year so that our children have consistency regardless of the adult working with them, can demonstrate consistent learning behaviours, and so that staff can direct their focus onto teaching and learning.

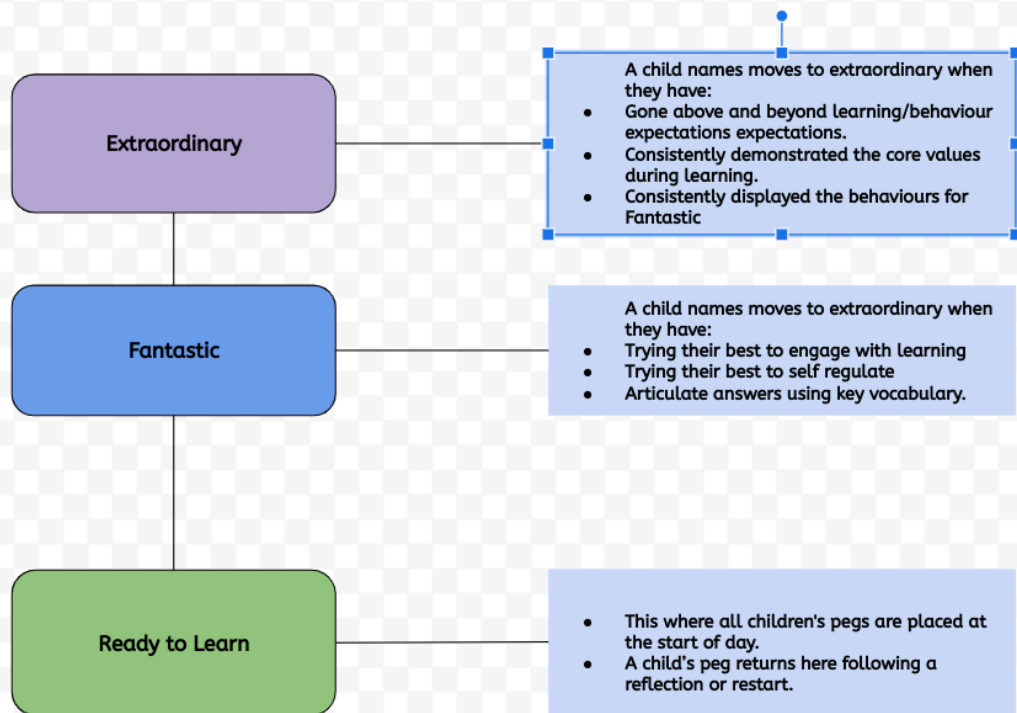
Drewism	Adults will...	Children will...
Threshold / Do Now	Set up a Do Now task. Square up, stand still – half in, half out under the door frame; look down the corridor and into the classroom. Greet and connect with children (flexibility on approach to flashing cards).	Respond with an appropriate greeting. Move into class in silence. Complete the Do Now independently.
Team Stop Signal	Stand still. Square up (body shape). Arm raised. Building radar – be seen looking (3–5 seconds). Offer positive praise to those mirroring the signal.	Replicate arm raised. Empty hands. Track the teacher. Silence. Guide others (3–5 seconds).
1, 2, 3 (initially verbal, moving to silent) – e.g. carpet to tables, tables to door, tidy up	Square up (body shape). Finger 1 (2 seconds). Finger 2 (3–5 seconds). Finger 3. Sit (1 second).	1 – Stop, put equipment down, stand up, hands by sides, track the teacher and wait.. 2 – Silently and purposefully walk to a given destination, tracking the teacher and waiting for the 3rd signal. 3 – Star sitting and track the teacher.
STAR	Verbalise 'STAR sitting'. Build radar – be seen looking to ensure compliance. Praise children following expectations.	S – Sitting up straight. T – Track the speaker. A – Ask/answer questions (being alert). R – Respect those around you.

Track the Speaker	-Say 'Track...'. Wait for compliance (2 seconds). -Building radar – be seen looking. -Praise children facing the speaker.	Stop. Turn towards the speaker. Track the speaker – make eye contact. Show respect.
Talk to your Partner (Learning Partners)	-Ask a focused, open-ended question. - Provide the children with thinking time. - Turn hands towards each other in front of your chest to set up partner talk. -Ensure each child takes turns to speak for a specified set time. -Direct children when to change. partner. Children feed back their partner's ideas.	-Listen to the question. -Respond to the signal instantly by turning to face your partner. -Take turns talking. - Listen carefully. -Thank your partner for sharing. - Be ready to share your partner's ideas when feeding back to the class.
Loud and Proud	Pull open hand away from chest. Expectation for children to talk loudly and clearly. Repeat if needed.	Always respond by speaking loudly and clearly enough for everyone to hear.
My Turn, Your Turn (usually for vocabulary)	-Turn hand(s) towards yourself and say what you want the children to repeat. -Then turn hand(s) towards the children.	-Listen to what the teacher is saying. -Repeat when prompted.
Three Part Message	-Ensure children follow the expectations of the 3 part message. -Support them to give it effectively (follow the steps, be loud and proud, give eye contact). -Listen to both children in step 2. -Intervene at step 3 and give the instruction.	-Say: "I don't like it when you... It makes me feel... Please don't do it again." Step 1 – Child A gives the message to Child B. Step 2 – if it happens again, Child A tells an adult and repeats the message to Child B in front of the adult. Step 3 – if it happens again, the adult intervenes.
Moving Around the Building	-Position yourself in the line so all children can be seen. -Praise children following expectations. -Keep the line together at an even pace.	-Move around the school so others' learning can continue. - Move at an even pace, aware of where the rest of the class are, showing personal responsibility and safety. - Be aware of the impact of loud voices on others.

-Give the line leader clear stopping points (corners, end of corridor).
Model the expectations.

Appendix C – Behaviour Chart

Drew Behaviour Chart Diagram Recognising Success



Appendix D – Stepped Approach to Positive Behaviour

Stage 1 – Soft-touch / discrete strategies to support engagement with learning

Behaviours: chatting, calling out, swinging on chairs, wandering around the classroom, talking when others are talking, fussing and fidgeting, making noises, interrupting or distracting others, making faces or gestures, and tapping pencils. Outside the classroom: ignoring the whistle, mistreating the outside environment.

Response	Example
Non-verbal interventions	Thumbs up, smile with a nod; Team Stop Signal; gestures to show expected behaviours e.g. open your book, cupping an ear for listening.
Positive group reminder	"I'm waiting for everyone to sit like a STAR." "Waiting for eyes on me and tracking. Thank you."

Self-interrupt	While giving instructions, if all children are not listening, stop mid-sentence, freeze, look and wait for children to self-correct, then jump back in to complete the sentence.
Positive recognition	Praise children demonstrating expectations, stating clearly what they have done well (proximal praise). "Well done XX for sitting like a STAR and tracking the speaker. Thank you."
Anonymous reminder individual	"I'm waiting for 3. I'm now waiting for 1. Thank you everyone."
Private individual reminder	Make your way towards the child who is not showing the expected behaviour. Kneel beside them and whisper "STAR sitting and continue writing, thank you" and continue moving around the classroom.
Private individual praise	Said in a whisper: "I have seen you complete this work to a high standard before. I know you can do it. Pick up your pencil. Thank you."
Lightning reminder quick public	Quickly say a child's name and bounce back to what you were saying: "OK, so we are now (settle down Sadia) going to learn about..."

Stage 2 – Reminder of expectations

Response	Example
Remind children about the Core Values and which ones they should be demonstrating.	"I'm looking for children who are making the right choice by putting lids on and pens down."
Use a simple direction emphasising the behaviour you expect.	"I would like you to track the speaker and listen." "To show me you're ready to learn, Sadia, turn your body and talk to your learning partner." "In our class we expect everyone to be ready to learn."
To reduce confrontation and reassure other children, a simple statement might be effective.	"It is not acceptable in our class to _____. Let's discuss it later."
Give a choice.	"You have two choices. You can either complete your work now or during lunch. Your choice." Allow the child time to choose and praise immediately if they choose to complete it then and there.
Verbal reminder of next steps.	State that if the unwanted behaviour continues, they will receive a formal verbal warning and their name will move down to 'Make Better Choices' (Stage 3).

Stage 3 – Verbal warning given

Response	Example
Move name down to 'Make Better Choices'.	"You are not showing respect to others by continuing to call out and disrupt learning. Your name will move down to 'Make Better Choices'." "In the next 5 minutes I will be looking for you to show me you are following our core values and making better choices."
Catch them being good.	Catch them being good so that we can move their name back up to 'Ready to Learn'.

Stage 4 – Reflection in another class

Response	Example
Reflection time in a designated classroom.	Reflection is a positive step for persistent low-level behaviour. The child's name is placed on 'Reflection' and they spend five to ten minutes in another class, both to self-regulate and to think about what they could do differently next time. When they return, they move their name back to 'Ready to Learn'. The following reflection scripts may be used: • I wonder what's causing this? • I wonder why ... has happened? • How can we avoid this in the future? • What could you do next time? This is logged on CPOMS and the class teacher informs the parent.

Stage 5 – Restart

Response	Format
Attend restart with a senior member of staff at lunchtime.	Restart is used for more serious or extreme behaviour and is led by a member of the Senior Leadership Team. The behaviour is logged on CPOMS and the SLT member on restart duty is tagged, as well as the class teacher if relevant. Restart is a time for a reflective conversation with the child about what has happened. It focuses on their emotions (using Zones of Regulation), our core values and what they could do differently next time. Reflective conversation prompts can be found on our Behaviour Blueprint (Appendix E). Parents are informed by the class teacher either the day before or the day of restart. Restart is logged by the SLT member as an Incident Update and the class teacher tagged. The child's name moves back to 'Ready to Learn'.

Appendix E – Drew Primary School Behaviour Blueprint

Drew Primary School Behaviour Blueprint			
We can learn and thrive from our choices, good or bad.			
Adult Behaviour	Core Values	Positive Recognition	
- Calm - Consistent - Responsive (not reactive) - Rooted in core values - Positive attention first	Show Respect Take Responsibility Make the Right Choice Learn with Others	- Catch children being good - Verbal praise - Share with parents, staff - Student of the week - Core Value Champion	
Zones of Regulation			
Sick Sad Tired Bored	Happy Calm Ok READY TO LEARN	Frustrated Silly Wriggly Loss of some control	Angry Terrified Yelling Out of control
Encourage children to use the ‘Three Part Message’			
I don’t like it when...	It makes me feel....	Please don’t do it again.....	
Stepped Consequences	Microscript		
1. Soft-touch strategies 2. Reminder of expectations 3. Verbal warning given; name moved down to Make Better Choices 4. Name moved down to Consequence 5. Reflection in another class 6. Restart	Eg, I notice that...You need to...It is our value about...Can you remember when I told XX about when you showed XX - this is what I need to see today. Thank you.		
Reflective Talk Prompts			
1. Tell me what happened. 2. What were you thinking/feeling at the time? What Zone were you in? 3. What do you think about it now? 4. Who has been affected by your choices?			

5. How did your choices impact them?

6. What is needed to make things right - which value do you need to focus on? Any actions?

7. What could you do differently next time you're in a similar situation? And do you need help with this?

We aim to create a communicative environment where we can learn and thrive from our choices, good or bad.

Adult behaviour and positive recognition

- Calm
- Consistent
- Responsive (not reactive)
- Rooted in core values
- Positive attention first
- Catch children being good
- Verbal praise
- Share with parents and staff
- Student of the Week
- Core Value Champion

Core Values

Show Respect • Take Responsibility • Make the Right Choice • Learn with Others

Zones of Regulation

Zone	How it might feel
Blue	Sick, Sad, Tired, Bored
Green	Happy, Calm, OK – READY TO LEARN
Yellow	Frustrated, Silly, Wiggly, loss of some control
Red	Angry, Terrified, Yelling, out of control

Three Part Message

“I don’t like it when... It makes me feel... Please don’t do it again...”

Stepped consequences (microscript)

- Soft-touch strategies
- Reminder of expectations
- Verbal warning given; name moved down to ‘Make Better Choices’
- Reflection in another class
- Restart

Microscript example: “I notice that... You need to... It is our value about... Can you remember when I told XX about when you showed XX – this is what I need to see today. Thank you.”

Reflective talk prompts

1. Tell me what happened.
2. What were you thinking or feeling at the time? What Zone were you in?

3. What do you think about it now?
4. Who has been affected by your choices?
5. How did your choices impact them?
6. What is needed to make things right – which value do you need to focus on? Any actions?
7. What could you do differently next time you're in a similar situation? And do you need help with this?