

Behaviour Strategy (Primary) Policy 2024-2025

To be read in conjunction with the whole school Positive Behaviour Policy

In the Primary school, we believe that creating a safe and positive learning environment is essential for the academic and social success of our pupils. To achieve this, we use a framework called the Zones of Regulation.

The Zones of Regulation is a framework designed to help individuals, particularly children, develop self-regulation skills. It was developed by occupational therapist Leah Kuypers and is based on the belief that individuals who are able to regulate their emotions and behaviours are better equipped to succeed in various environments, including school, home, and work.

It uses a colour-coded system to help individuals identify and communicate their emotions and states of alertness. The four zones include the blue zone, green zone, yellow zone, and red zone and each zone is associated with different emotions, behaviours, and levels of alertness.

The **Blue Zone** is associated with low levels of alertness and includes feelings such as sadness, tiredness, and boredom. Individuals in the blue zone may feel like they need to rest or recharge. Behaviours associated with the blue zone include crying, sleeping, or zoning out.

The **Green Zone** is associated with a regulated state of alertness and includes feelings such as happiness, calmness, and contentment. Individuals in the green zone are ready to learn, focus, and interact with others in a positive manner. Behaviours associated with the green zone include paying attention, following directions, and being productive.

The **Yellow Zone** is associated with an elevated level of alertness and includes feelings such as frustration, anxiety, and excitement. Individuals in the yellow zone may be experiencing some level of stress or challenge. Behaviours associated with the yellow zone include fidgeting, talking loudly, or being impulsive.

The **Red Zone** is associated with a high level of alertness and includes feelings like anger, aggression, and panic. Individuals in the red zone may be experiencing a high level of stress, and their behaviour may become dangerous to themselves or others. Behaviours associated with the red zone include hitting, yelling, or throwing things.

One of the primary goals of the Zones of Regulation is to help individuals become more aware of their emotions and behaviours and learn how to self-regulate. By identifying which zone they are in, individuals can begin to develop strategies to manage their emotions and behaviours more effectively.

What does this look like in the older years?

Emotion Identification: Teach pupils to identify and label their emotions accurately. Help them recognize the physical sensations and behavioural cues associated with different emotions. Engage them in discussions and activities that explore a wide range of emotions.

Zones Check-In: Encourage pupils to regularly check in with themselves to determine which zone they are in at any given moment. Provide tools like a Zones chart or visual cues that they can use to self-assess their emotional state. This practice promotes self-awareness and helps them recognize when they may need to regulate their emotions.

Emotional Vocabulary: Expand pupils' emotional vocabulary by teaching them more nuanced words to describe their feelings. Provide a list of emotion words and discuss situations that might elicit those emotions. This helps them develop a richer understanding of their emotional experiences.

Coping Strategies: Introduce a variety of coping strategies that align with each zone. Teach pupils age-

appropriate techniques for self-regulation, such as deep breathing exercises, mindfulness activities, taking a break, problem-solving, seeking support, or engaging in physical activity. Explore different strategies together and encourage them to identify ones that work best for them personally.

Zone Regulation Tools: Provide pupils with tangible tools they can use to regulate their emotions. This might include sensory objects, fidget toys, calming music, or visual cues like reminder cards or calming-down jars. These tools can serve as helpful reminders and aids for self-regulation.

Role-playing and Scenarios: Engage pupils in role-playing activities or scenarios that allow them to practice applying the Zones of Regulation concepts in real-life situations. Provide hypothetical situations or use examples from their daily lives. Encourage them to identify which zone they are in and choose appropriate strategies to manage their emotions effectively.

Integration into the Curriculum: Incorporate Zones of Regulation activities into various aspects of the curriculum. For example, during language arts, pupils can write stories or create artwork that reflects different emotional states. In social studies or history, discuss how emotions play a role in shaping historical events or decision-making processes.

Consistency and Reinforcement: Continuously reinforce and review the Zones of Regulation concepts throughout the school year. Regularly revisit and discuss the framework during class meetings, counseling sessions, or other appropriate settings. Encourage pupils to use the language of the Zones in their daily interactions and provide positive reinforcement when they effectively regulate their emotions.

Collaboration with Parents: Foster collaboration with parents by providing resources and suggestions for implementing the Zones of Regulation at home. Share information about the framework, suggested activities, and strategies parents can use to support their child's self-regulation skills outside of school.

How to implement in the younger years

Introduce Basic Emotions: Begin by introducing and teaching basic emotions such as happy, sad, mad, and scared. Use simple and relatable examples, visuals, or puppets to help them understand and identify these emotions.

Color-Coded Zones: Use color-coded visuals to represent each zone. Introduce a simple visual cue or poster with four colours: Green (happy and calm), Yellow (excited or silly), Blue (sad or tired), and Red (angry or upset). Associate each colour with the corresponding emotion.

Storytelling and Characters: Create relatable characters or puppets that represent each zone. Tell stories or engage in puppet play where the characters experience different emotions and navigate through the zones. This helps children understand and relate to the concepts in a playful and engaging way.

Zone Check-In: Teach children how to check in with themselves to identify which zone they are in at any given time e.g. for registration. Use simple language and visuals to guide them through the process. Encourage them to use basic self-assessment questions like "How am I feeling right now?" or "What colour zone am I in?"

Emotion Identification Activities: Engage children in activities that help them identify and express their emotions. Use emotion cards, facial expression flashcards, or mirror exercises to facilitate recognition and labelling of different emotions. Encourage them to express their emotions through drawing or colouring activities.

Simple Coping Strategies: Introduce basic coping strategies that align with each zone. Teach simple techniques such as taking deep breaths, counting to ten, hugging a stuffed animal, or using calming music. Practice these strategies together in a fun and interactive manner.

Visual Reminders: Provide visual reminders of the Zones of Regulation in the classroom and other relevant areas. Display the color-coded Zones chart or posters as visual cues for children to reference

throughout the day. This helps them remember the different zones and associated emotions.

Role-Modeling and Puppet Play: Model appropriate emotional regulation and problem-solving behaviours. Use puppet play to demonstrate how the characters in different zones manage their emotions and make positive choices. Encourage children to participate in the play and offer suggestions for resolving conflicts or calming down.

Songs and Movement: Use songs or movement activities that incorporate the Zones of Regulation concepts. Create simple songs or rhymes that help children associate specific emotions with each zone. Use movements or dance to express different emotions and encourage self-regulation.

Parent Communication: Maintain open communication with parents and share information about the Zones of Regulation framework. Provide parents with resources, handouts, or suggested activities to reinforce the concepts at home. Encourage them to use the language of the Zones and support their child's emotional development.

You should have the Zones of Regulation visible and well utilised in your classrooms.

Individual classrooms

Please deploy individual class-based reward systems or behaviour management systems as well. Some classes use the traffic light system, others use the sun, rainbow and clouds. These are all acceptable systems of behaviour management and are particularly effective in the lower year groups. The parity throughout the school comes from the conversations using the **zones of regulation** narrative which individual children. Some classes use marbles in a jar to collect for Golden Time. This is up to the Year group as a whole how they would like to manage this. **All classes in the year group must do the same however.**



Sanctions

It is important to understand that poor, dangerous or prejudiced behaviour is not accepted and there

will be sanctions for children who repetitively do not take responsibility for their actions or behaviours. These look different depending on the phase of school the pupils is in. See attached appendices for:

- [EYFS and Year 1 Behaviour Policy.pptx](#)
- [Year 2 Behaviour Policy.pptx](#)
- [Year 3 to 4 Behaviour Policy.pptx](#)
- [Year 5 Behaviour Policy.pptx](#)
- [Year 6 to 7 Behaviour Policy.pptx](#)

Behaviour which is repetitively poor will result in the pupil being offered (in consultation with parents) an Individual Behaviour Plan ([IBP 2023-24.docx](#)). This plan should be written by the class teacher and Head of Year and shared with the parents. Targets on the IBP should only record what is additional to or different from what is in place as part of provision for all children.

Rewards

House Points will be given to individual children for both excellent academics, effort and behaviour. These should then be declared back in class and placed on a House Point chart. Teachers should have a stock of House Point counters to hand to pupils which pupils then have to hand over to their teacher to be counted and included in the weekly House Point collation.

Every Year group assembly held weekly should have kindness and progress awards for Year Group. At the end of every term there will be a House reward for the House who has obtained the highest number of points e.g. pool party, movie and popcorn, home clothes etc... The House reward should be organised by Scott Webster. The House Points will reset at the end of every term.