



# The ZONES of Regulation



## BLUE ZONE

Sad  
Sick or hurt  
Tired

Bored  
Moving slowly  
Shy  
Exhausted  
Depressed

## GREEN ZONE

Happy  
Calm  
Feeling okay  
Good

Focused  
Ready to learn  
Good listener  
Proud  
Relaxed

## YELLOW ZONE

Frustrated  
Worried  
Silly/Wiggly  
Grouchy

Excited  
Anxious  
Jealous  
Confused  
Embarrassed  
Upset

## RED ZONE

Mad/Angry  
Terrified  
Yelling  
Too silly/Wiggly

Elated  
Hitting  
Extreme  
Emotions  
Out of control

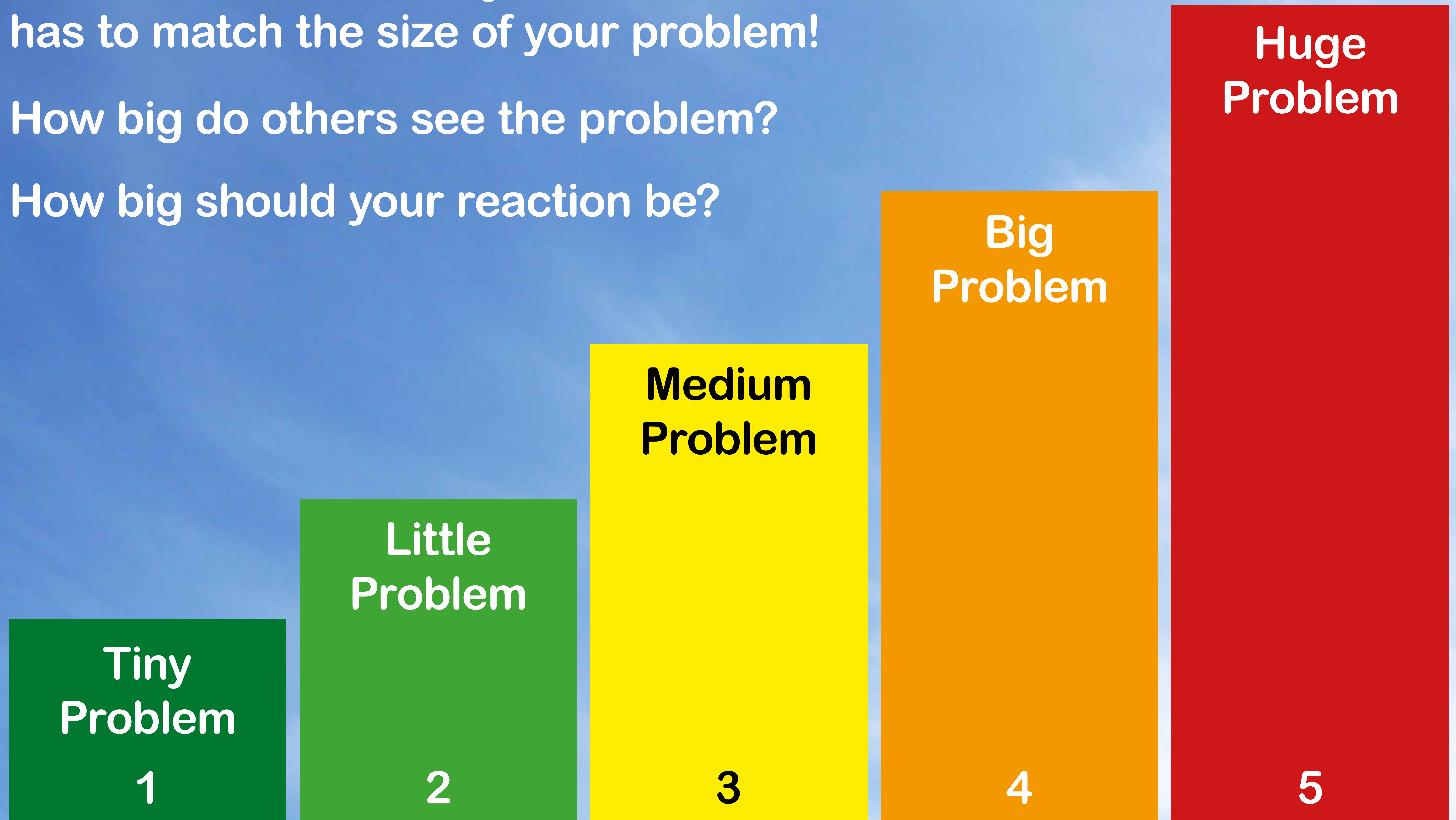
# Size of the Problem



Remember the size of your reaction  
has to match the size of your problem!

How big do others see the problem?

How big should your reaction be?





# Zones of Regulation Toolbox

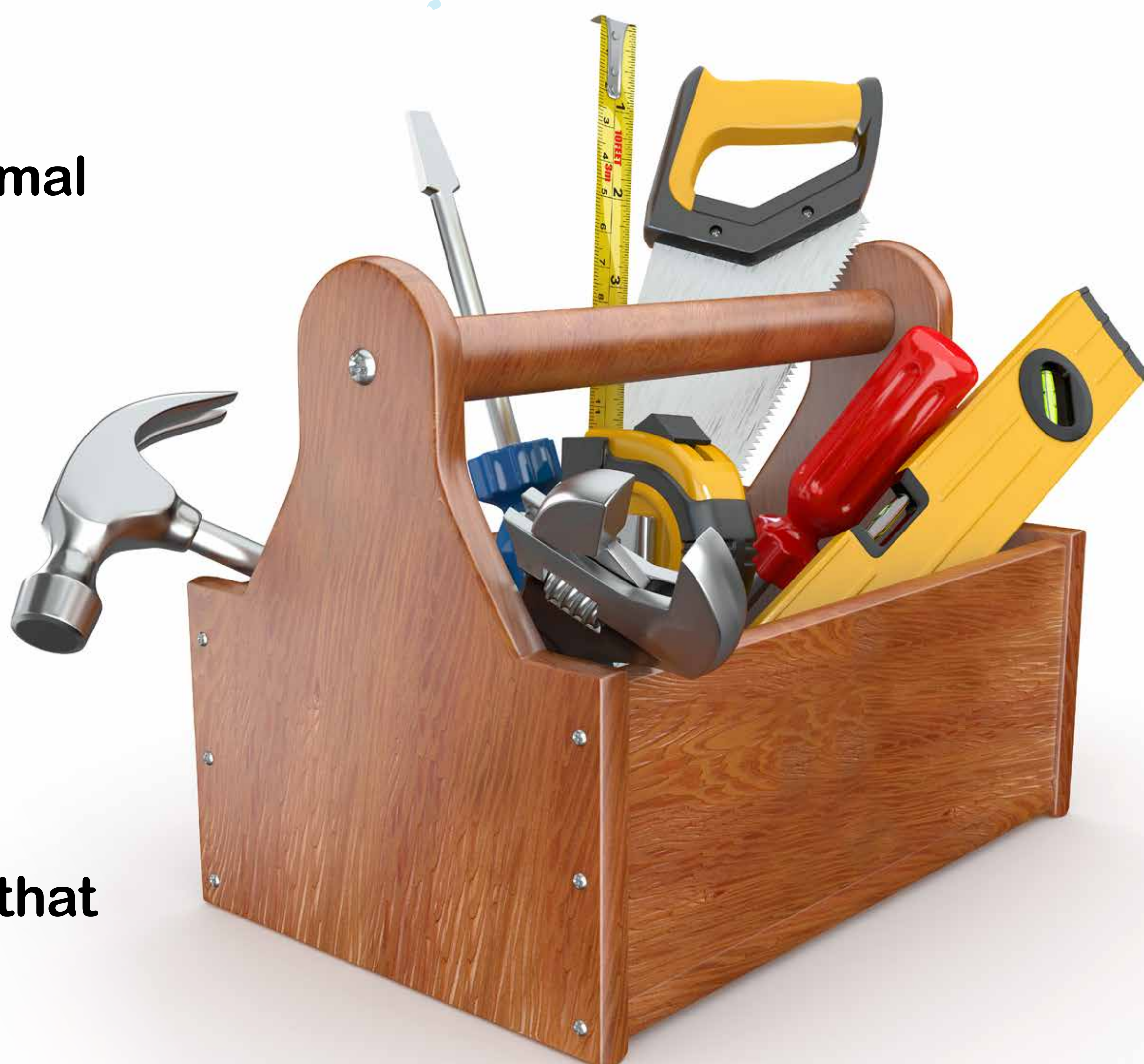


This is not a real toolbox but it is a list of ideas that can help you get back into the GREEN zone. The GREEN zone is a place we are relaxed, calm, ready to learn and feel happy and safe. When we are in the GREEN zone, everyone around us feels happy and safe too.

Here are some more strategies you might like to try:

1. Think of something that makes you laugh
2. Squeeze a stress ball or pillow as hard as you can
3. Go for a walk
4. Slowly count backward from 10
5. Swing on a swing
6. Draw a picture of something that makes you happy
7. Do a doodle.
8. Write a letter or send an email
9. Listen to music
10. Play with play-doh
11. Talk to a grown-up
12. Talk to a friend
13. Use positive affirmations
14. Make a list of things that you love
15. Close your eyes and think about your favourite place
16. Read a book
17. Rip up paper
18. Dance
19. Do some yoga
20. Ask for a hug
21. Hug your favourite stuffed animal
22. Watch funny videos
23. Build with Lego
24. Do 10 jumping jacks
25. Spend time with a pet
26. Look through a photo album
27. Use a fidget toy
28. Go outside
29. Get some sleep
30. Have a healthy snack

Can you think of any other things that make you feel happy and calm?







# Behaviour Reporting Flow Chart



## 1. Low Level Behaviour

(arguing back, pushing/shoving, disrupting, refusing to do work)

Behaviour is to be managed within the classroom by the **CLASS TEACHER**. Children should not be told to leave the classroom without an adult, behaviour policy should be followed. **CLASS TEACHER/LSA** to deal with incident and **CPOM**. LSAs should always inform **CLASSTEACHER** of incident. If it is an outside supply teacher, they should deal with it on the spot and inform the other year group teacher, who will then **CPOM**.

If behaviour persists

Class teacher refers to **PHASE LEADER** and they will speak to the child and **CPOM**. They will call home

If behaviour stops

Class teacher to monitor and if persists

If behaviour persists

Phase leader to escalate to **D.H.T.** **D.H.T.** to **CPOM** and call home.

If behaviour stops

No further action

## 2. High Level Behaviour

(posing safety risk to self and others)

Call for help from **SLT**

If needed remove other children from the room. Do not bring the child to the office.

**DHT** will escalate to **HEADTEACHER**. **HT** will decide action. Meeting with parents and possible outside agencies. Next steps will be planned for.

Children with **SEN** or those on a plan may need an alternative approach, this will be judged by the 1-1 or **CLASSTEACHER** at point of incident. The **CLASSTEACHER** has overall responsibility for behaviour management in their class. Children should not be made to lose their break time or threatened with this. If it is decided that a child needs to complete a reflection you will be informed by **SLT** and alternative/reduced outside time will be organised for that child.

In the absence of a class teacher, the year group teacher will take over.  
In the absence of a phase leader you should go to the other phase leaders or **DHT** if all phase leaders are unavailable.  
In the absence of **DHT**, the **HT** will be informed. Absence of **HT**, the **DHT** will deputise.



# Positive Playtimes

At St Matthew's we recognise Article 31 of the UN convention of the rights of a child that children have a right to play. We aim for playtimes to be positive and behaviour managed in order not to disrupt play.

Playtimes are unstructured so sometimes expectations are not clear for children. The following flow chart sets out expectations for dealing with challenging behaviour.

All children have a universal offer of play. We have high expectations of all children and adults should follow the behaviour policy when managing this. Those children with additional needs may need a different approach and should be managed on a needs-led basis and in consultation with SENCO/SLT.

