

All Saints Church School Inclusive Behaviour Matrix for learning time
Always consider the CONTEXT/ SEN need and that behaviour is a form of communication,
hearing everyone's voice

<p>STEP 1 – First class quality teaching strategies</p> <p>STEP 2 – Escalating to time away from peers and SLT involvement – possible parental phone calls</p> <p>STEP 3 – Behaviour interventions</p> <p>STEP 4 – Formal letter to parents/ Headteacher meeting</p> <p>STEP 5 – Fixed term exclusion or Local Authority involvement</p>	<p align="center">ZONES OF REGULATION</p> <p>REST AREA BLUE ZONE <i>Low State of Arousal</i></p> <p>GO GREEN ZONE <i>Ideal State of Arousal</i></p> <p>SLOW YELLOW ZONE <i>Heightened State of Arousal</i></p> <p>STOP RED ZONE <i>Extremely Heightened State of Arousal</i></p> <p>Blue Zone Emotions: Bored, Tired, Sad, Disappointed, Sick, Depressed, Shy</p> <p>Green Zone Emotions: Happy, Positive, Thankful, Proud, Calm, Content, Ready to Learn</p> <p>Yellow Zone Emotions: Excited, Shy, Annoyed, Worried, Embarrassed, Confused, Nervous</p> <p>Red Zone Emotions: Upset, Angry, Aggressive, Mad, Elated, Terrified, Out of Control</p>
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BEHAVIOUR	ACTIONS	STAFF ACTION Relate, remind and refer children to our VALUES PBM	RESPONSE/CONSEQUENCE CPOMS plus any actions
Disrespectful	Talking over an adult Shouting out (without permission) Swearing Not taking turns Not following instructions Untidy workstations Damaging school / or others property Lack of manners Disturbing others	<p>STEP 1</p> <ul style="list-style-type: none"> • First class quality teaching strategies (raised eyebrow/ teacher look) • Reminder of RRS expectations/respectful <p>Staff to talk to children about the zones of regulation and help children to recognise their emotional state (feelings zone) and to re-regulate</p> <p>STEP 3 <u>Appropriate behaviour intervention plan if repetitive (see examples below)</u></p> <ul style="list-style-type: none"> • Positive behaviour sticker chart (this can be shared with a member of staff of the pupil's choice/ or parent) Time period to be discussed • ELSA • Zone of regulation tools (individualised) • Exit cards 	<p>STEP 2</p> <ul style="list-style-type: none"> • REFLECTION - Few minutes of break time/ or whole break to think about to being respectful • Miss break or lunch/Conversation with SLT/ phone call to parents <p>STEP 4</p> <ul style="list-style-type: none"> • Formal letter to parents <p>STEP 5</p> <ul style="list-style-type: none"> • Fixed term exclusion

		<ul style="list-style-type: none"> • Home school communication book 	
Disruptive	<p>Walking around the classroom</p> <p>Leaving the classroom without permission</p> <p>Excessive talking</p> <p>Not being mindful of noise level</p> <p>Preventing others from achieving</p>	<p>STEP 1</p> <ul style="list-style-type: none"> • First class quality teaching strategies (raised eye brow/ teacher look) • Reminder of RRS expectations/respectful <p>Staff to talk to children about the zones of regulation and help children to recognise their emotional state (feelings zone) and to re-regulate</p> <p>STEP 3</p> <p><u>Appropriate behaviour intervention plan if repetitive (see examples below)</u></p> <ul style="list-style-type: none"> • Positive behaviour sticker chart (this can be shared with a member of staff of the pupil's choice/ or parent) Time period to be discussed • ELSA • Zone of regulation tools (individualised) • Exit cards • Home school communication book 	<p>STEP 2</p> <ul style="list-style-type: none"> • REFLECTION - Few minutes of break time/ or whole break to think about to being respectful • Miss break or lunch/Conversation with SLT/ phone call to parent <p>STEP 4</p> <ul style="list-style-type: none"> • Formal letter to parents

<p>Deliberate hurting of others (physical and emotional)</p>	<p>Physical altercations (see playground) Ridiculing and making fun Borrowing without asking</p>	<p>STEP 1</p> <ul style="list-style-type: none"> • First class quality teaching strategies (raised eye brow/ teacher look) • Reminder of RRS expectations/respectful <p>Staff to talk to children about the zones of regulation and help children to recognise their emotional state (feelings zone) and to re-regulate</p> <p>STEP 3 Action - dependant on level of physical altercation, fun making or borrowing without asking (stealing)</p> <ul style="list-style-type: none"> • Positive behaviour sticker chart (this can be shared with a member of staff of the pupil's choice/ or parent) Time period to be discussed • ELSA • Zone of regulation tools (individualised) • Home school communication book 	<p>STEP 2</p> <ul style="list-style-type: none"> • REFLECTION - Few minutes of break time/ or whole break to think about to being respectful • Miss break or lunch/Conversation with SLT/ phone call to parents <p>STEP 4</p> <ul style="list-style-type: none"> • Formal letter to parents <p>STEP 5</p> <ul style="list-style-type: none"> • Fixed term exclusion
<p>De-escalation</p>	<p>Staff are trained to spot 'triggers' and to use the 'change of face' approach in order to de-escalate prior to the need to intervene.</p> <p>If necessary, for a child's own safety or for the safety of other members of our school community, reasonable force will be used to remove a child from a situation.</p> <p>This includes:</p> <ul style="list-style-type: none"> • remove disruptive child/ren from the learning area if deemed they are unsafe using Team Teach • 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 (blocking) <ul style="list-style-type: none"> • prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground • restrain a pupil at risk of harming themselves through physical outbursts. If the need for restraint of a child arises, parents will be informed as soon as possible. Team Teach to be applied. 		
<p>SEND</p>	<p>In line with the SEND Code of Practice, any pupil with SEND is entitled to reasonable adaptations made to any school policy including behaviour. BWMAT Schools advocate consistency, and the recognition for some pupils that a different approach may be needed.</p>		