



Blue zone

Sad
Sick
Tired
Bored
Moving slowly

Green zone

Happy
Calm
Feeling Okay
Focused
Relaxed

Yellow zone

Frustrated
Worried
Silly/Wiggly
Excited
Loss of some control

Red zone

Mad/Angry
Terrified
Elated/Ecstatic
Devastated
Out of control



| | | | | |
|-------------|---|--------|----------|----------------|
| bored | silly | giggly | confused | scared |
| sad | <p>What were you thinking or feeling?</p> | | | worried |
| embarrassed | | | | annoyed |
| okay | out of control | mad | angry | something else |

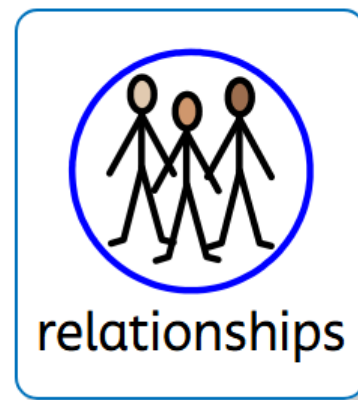
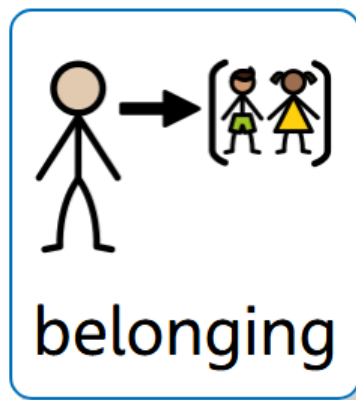
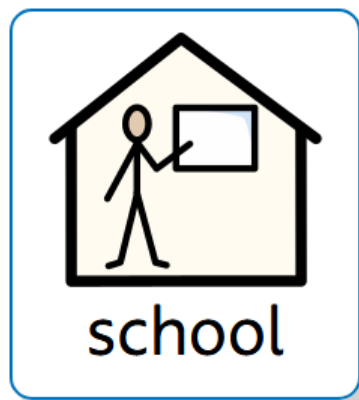
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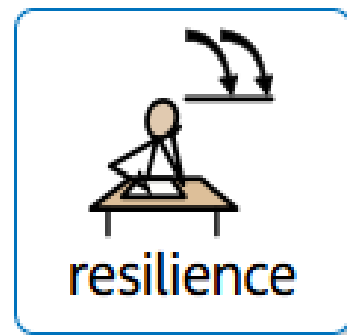


Behaviour Policy

Foster a sense of belonging in our school community and build relationships



Based on our 3 school values





Emotion Coaching

In order to support children we use emotion coaching. Some key aspects:

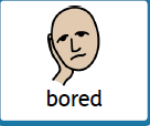
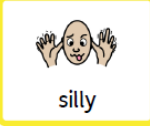
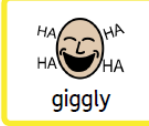
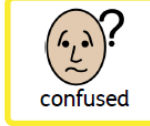

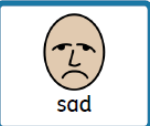

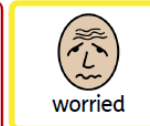
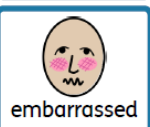

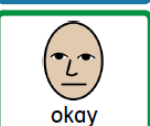




- **Validating Emotions:** Accepting all emotions as normal, even if the behavior resulting from them is not acceptable.
- **Labeling Feelings:** Helping children put words to their physical and emotional sensations, such as "It sounds like you are feeling frustrated".
- **Teaching Regulation:** Assisting the child in calming down and finding appropriate ways to express their feelings.
- **Relationship Building:** Strengthening the connection between parent/carer and child through empathy and listening.



Emotion Coaching

Validating Emotions: Accepting all emotions as normal, even if the behavior resulting from them is not acceptable.

It is okay to feel
any of these
Feelings:

| | | | | |
|--|--|---|---|--|
|  bored |  silly |  giggly |  confused |  scared |
|  sad |  What were you thinking or feeling? | | |  worried |
|  embarrassed | | | |  annoyed |
|  okay |  out of control |  mad |  angry |  something else |

But we need to be mindful
that not all behaviours are
okay.

We use the Zones of Regulation to teach children about their emotions.




Zones of Regulation

Blue zone




Sad
Sick
Tired
Bored
Moving slowly

Green zone




Happy
Calm
Feeling Okay
Focused
Relaxed

Yellow zone



Frustrated
Worried
Silly/Wiggly
Excited
Loss of some control

Red zone



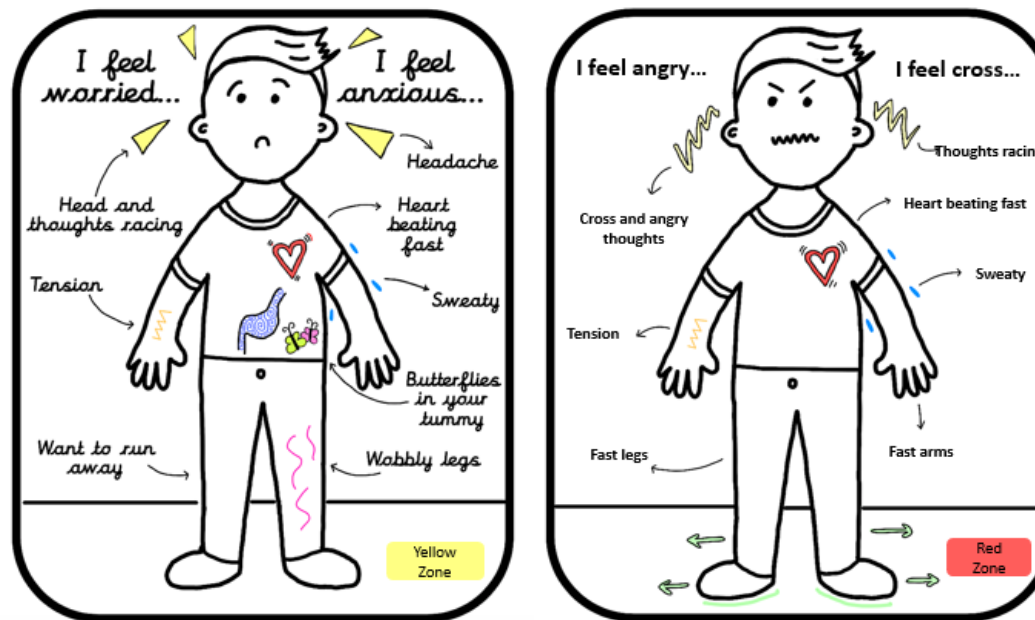
Mad/Angry
Terrified
Elated/Ecstatic
Devastated
Out of control



Zones of Regulation

Labeling Feelings: Helping children put words to their physical and emotional sensations, such as "It sounds like you are feeling frustrated".
"It looks like you are feeling angry because ..."

It can be useful to talk about what it feels like in your body when you are feeling something.



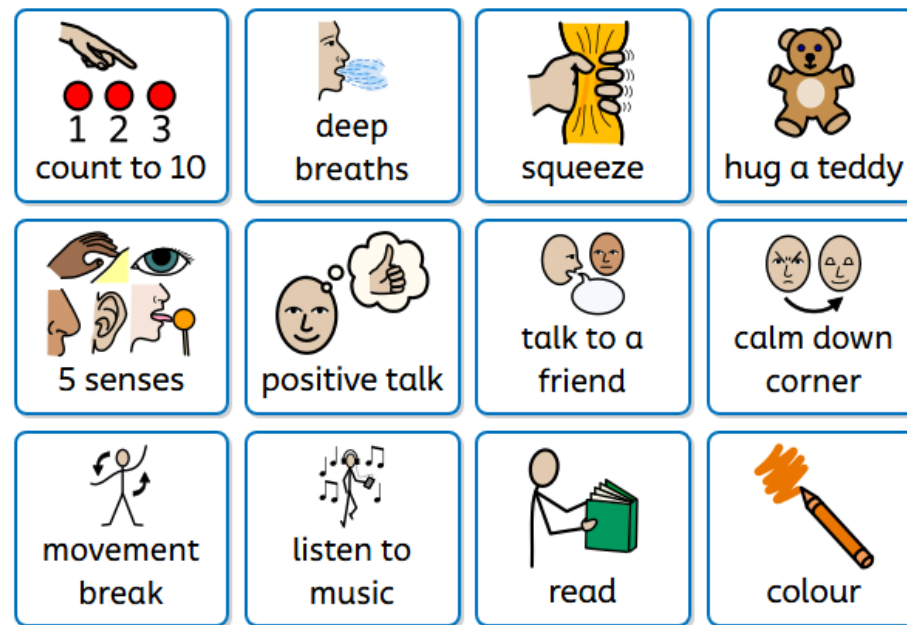


Zones of Regulation

Teaching Regulation: Assisting the child in calming down and finding appropriate ways to express their feelings.

We need to teach children how to regulate.

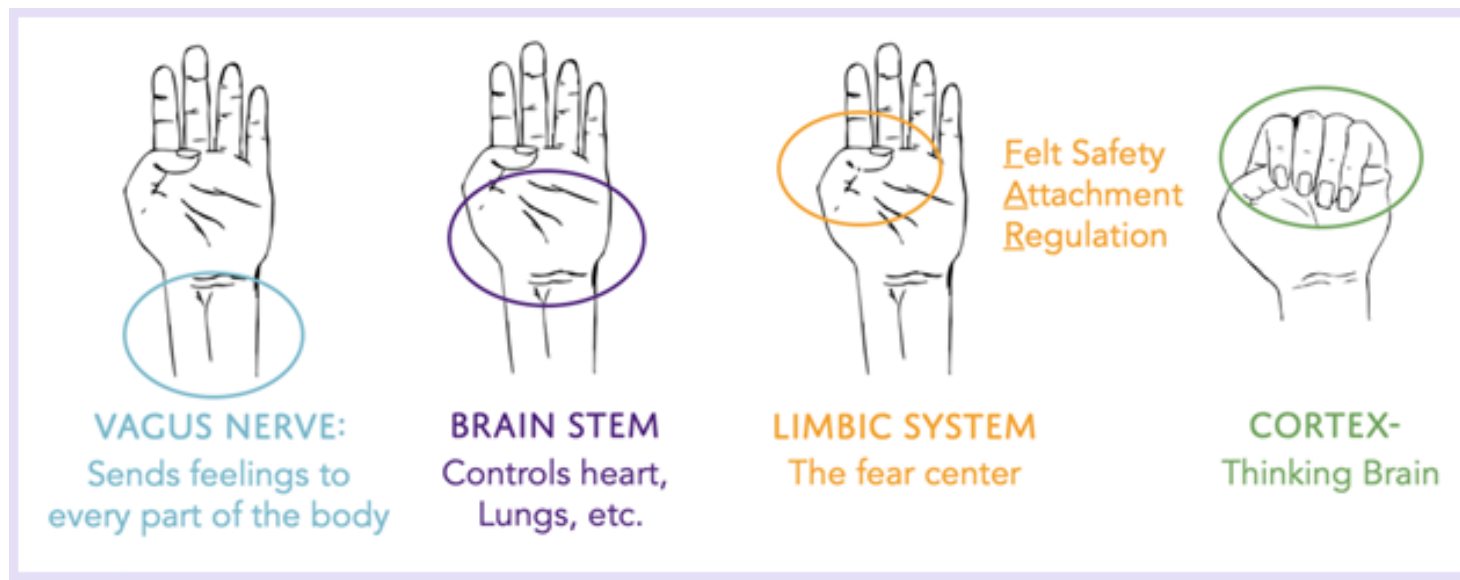
| Toolbox | | | |
|--|---|--|---|
| If I'm in the BLUE ZONE I can try... | If I'm in the GREEN ZONE I can try... | If I'm in the YELLOW ZONE I can try... | If I'm in the RED ZONE I can try... |





Emotion Coaching

Children need to be regulated before we can have a restorative conversation.



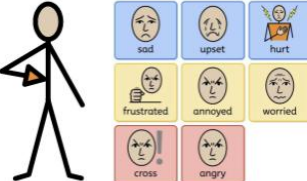
Hand model of the brain - <https://www.youtube.com/watch?v=Kx7PCzg0CGE>



Restorative Conversations

We support children to resolve problems.

The child who was hurt/upset shares how they feel:



I feel.....when you

Emotion icons: sad, upset, hurt, frustrated, annoyed, worried, cross, angry



I need you to...

We help the other child to hear and understand what has been said and they offer to make it better:

How can I help you feel better?



- say sorry
- handshake
- high five
- air five
- hug
- fist bump
- play with me
- give me space



Reflection

| | | | | | | | | | | | | | | | |
|-------------------|--------------------|-----------------|----------------|----------------|-----------------|----------------|------------------------------------|----------|----------------|------------|-----------|------------------|------------------------|--------------|----------------------|
| made silly noises | shouted at someone | rude to someone | walked off | tore my work | bored | silly | giggly | confused | scared | Me | A friend | A teacher | A TA | A classmate | |
| scribbled on work | ? | | | | broke something | sad | What were you thinking or feeling? | | | | worried | My mum | Who has been affected? | | Whole class |
| shouted out | What happened? | | | | threw something | embarrassed | What were you thinking or feeling? | | | | annoyed | My dad | Who has been affected? | | Lunchtime supervisor |
| hurt someone | swore at someone | hurt myself | pushed someone | something else | okay | out of control | mad | angry | something else | My brother | My sister | Speech therapist | Reception | someone else | |

| | | | | | | | | | | | | | | | |
|---------|---------------------------------------|--------|----------|----------------|----------------------|---------------|--|----------------|----------------|------------------------|-------------------|-----------------------|----------------------|----------------|--------------------------|
| sad | sorry | guilty | confused | scared | say sorry to someone | write it down | write a letter | have a drink | minutes | Talk to a teacher | Ask for time out | Fiddle with something | Talk to someone | Ask for help | |
| tired | What are you thinking or feeling now? | | | | worried | draw | What needs to happen to make it right? | | | | fix something | Get a drink | Next time I could... | | Take deep breaths |
| ashamed | What are you thinking or feeling now? | | | | unsure | tidy up | What needs to happen to make it right? | | | | think about Zones | Count to 10 | Next time I could... | | Sit next to someone else |
| better | okay | calm | happy | something else | pick it up | make a change | make a plan | get my toolbox | something else | Play with someone else | Walk away | Make a change | Think about Zones | something else | |

- 15 minutes at lunchtime
- Led by a member of SLT
- Use ZoR talk through sheets to discuss behaviour, reflecting on their feelings, who has been affected and what they could do differently next time
- Verbal or written

PLANNING BOFT PRIMARY SCHOOL

Name: _____ Class: _____ Date: _____

Behaviour Think Sheet

?

What happened?

What were you thinking or feeling?

Who has been affected?

Circle the school values that you think you ignored?

Respect Responsibility Resilience

What are you thinking or feeling now?

PLANNING BOFT PRIMARY SCHOOL

Name: _____ Class: _____ Date: _____

Behaviour Think Sheet

What happened?

What were you thinking or feeling?

Who has been affected?

Circle the school values that you think you ignored?

Respect Responsibility Resilience

What are you thinking or feeling now?



Girls on Board

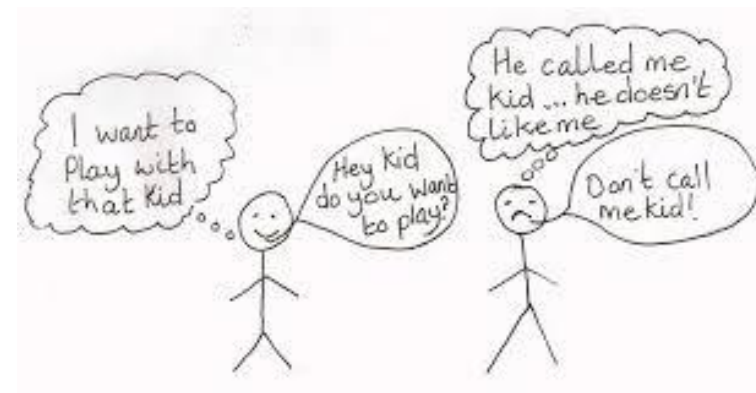


- Strategy to support girls and their friendships
- empowers girls to resolve their friendship issues for themselves
- It does this by evoking empathy through teacher-led, non-judgmental sessions which are called in response to conflict amongst the girls
 - Girl group sizes and issues arising from this
 - Girl behaviour (messenger, queen bee, leader, peacemaker)
 - Role play situations
 - Managing parents

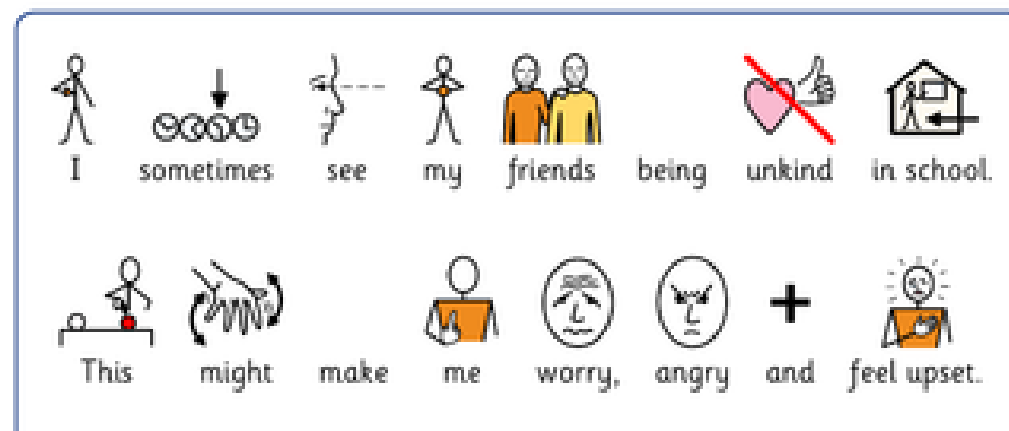


Adaptations of the policy and support

We acknowledge that some children may struggle, for various reasons, and may need adaptations and more support to support them to understand when they have made a wrong choice.



- Autism/PDA
- Processing difficulties
- ADHD/impulsive
- Change in personal circumstances
- Speech, Language and Communication Needs (SLCN)





Where to find more information

- Manocroft Primary School - Policies

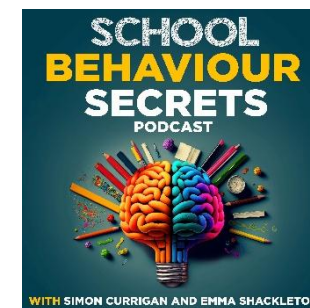
<https://www.manorcroftschool.co.uk/page/?title=Policies+%26amp%3B+Procedures&pid=16>

- Girls on Board

<https://www.girlsonboard.co.uk/>

- Zones of Regulation

<https://zonesofregulation.com/>



- Paul Dix – When the Parents Change Everything Changes
- Podcasts - SEND in the Spotlight and School Behaviour Secrets (Restorative Conversations Don't Work for Every Pupil – 19th January 2026)



Any questions or suggestions?



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Next session:

Friday 20th March after drop off
Mental Health Support Team

Mrs Hester

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