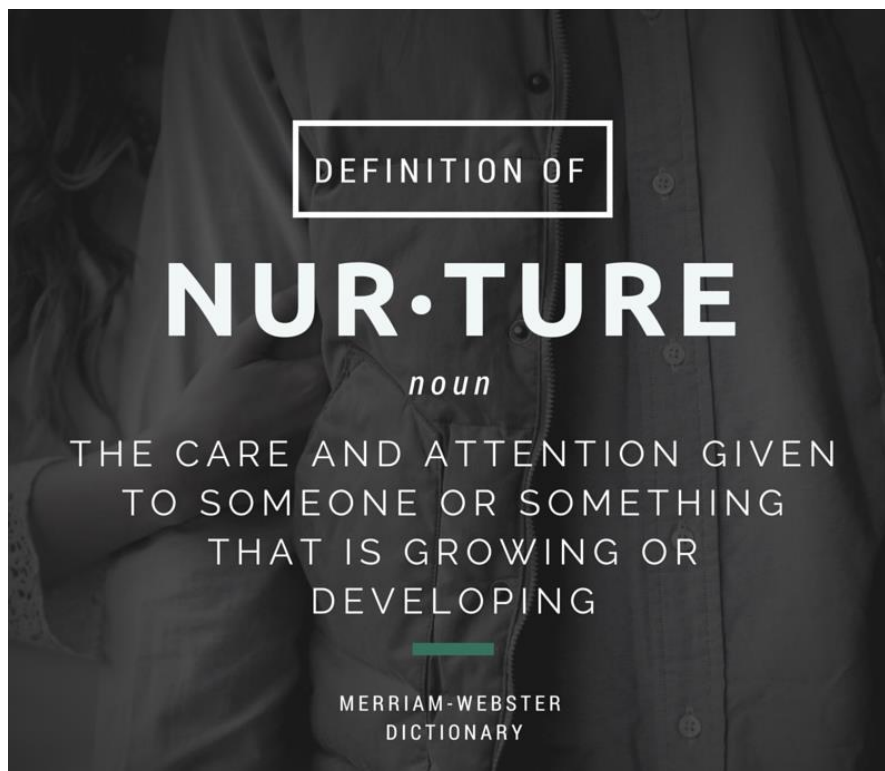


Nurture and Inclusion Framework



Within **Earlston & Gordon Primary Schools and Nurseries** it is our desire to **work in partnership** with children, their families and partners of our school to provide **the highest levels of nurture and inclusion to each and every child**.



Purpose of this Framework

This framework was created in conjunction with the Earlston and Gordon Nurture and Inclusion Working Party. The views of families, staff and stakeholders were sought in the creation of this document.

This framework is for families, staff and stakeholders of Earlston and Gordon Primary School. This framework aims to develop a shared understanding of nurture, as well as an explanation of why and how we do it.

For our parents and families, it is my hope that this framework will lead to an increased understanding of nurture and inclusive practices. I hope it makes you feel empowered to develop nurturing approaches at home and seek supports from school if/when your child(ren) require it.

For our staff, it is my hope that the framework will provide you with a shared understanding of the benefits of a nurturing approach and make explicit the practices and language we use within school to support the delivery of these.

For our stakeholders, I hope that this gives you an insight into the work we do surrounding nurture and inclusion. If you can offer any additional supports or enhance our package in any way, I hope you will get in touch.

For our children, I hope that all of us working together and implementing nurturing and inclusive practice will raise attainment and promote positive wellbeing.

If you have any questions or comments about the contents of this framework, please get in touch.

Warm regards,



Robbie Oliver-Devlin

Acting Depute Headteacher

Contents

The Big Picture

Link to Local and National Policy	Page 3
Our Nurture & Inclusion Aims	Page 3
The 6 Nurture Principles	Page 4

Universal Nurturing & Inclusive Approaches

Whole School Approaches	Page 6
Wellbeing Indicators	Page 6
Assessment & Evaluation Processes to Support Intervention	Page 7
Behaviour Blueprint	Page 8
Pillars of Positive Behaviour	Page 9
Restorative Conversations	Page 9

Targeted Nurture & Inclusion Interventions

Our School Nurture & Inclusion Interventions	Page 8
Referral Process for Nurture & Inclusion Interventions	Page 9
Partnership working	Page 11
Reviewing Interventions	Page 11

Appendix 1: Parent Referral for Nurture Intervention

Appendix 2: A Parent and Carers' Guide to the Zones of Regulation

Appendix 3: 5 Pillars of Positive Behaviour

Appendix 4: Our Relentless Routines

Appendix 5: Scripted Interventions

Link to Local and National Policy

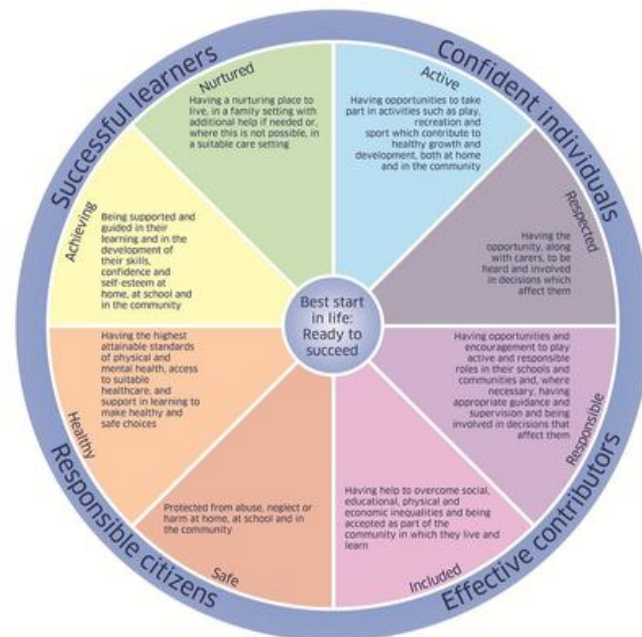
Scottish Borders Council's SBC **INCLUDES**: NURTURING APPROACHES GUIDELINES state that, "a nurturing approach is at the heart of our core values, vision and ethos in the Scottish Borders as this is crucial for learning, wellbeing and ensuring positive relationships are a hallmark of our communities."

Getting It Right For Every Child (GIRFEC) is the **national policy framework** aimed at supporting the wellbeing of children and young people. The framework embeds the articles of the [United Nations Convention on the rights of the Child \(UNCRC\)](#) into practice and promotes a rights-based approach.

GIRFEC places children's wellbeing at the centre of planning and assessment. It is the key driver to improve outcomes for all children and young people. It recognises that all children and young people will have experienced differences in their lives and its strategic overarching framework supports all other legislation and policies related to meeting needs in our schools and early years establishments.

GIRFEC is designed around four key

- **A child-focused approach** -ensuring young person – and their family – is of decision-making and the support them.
- **An understanding of the wellbeing their current situation** - taking into the wider influences on a child or and their developmental needs when about their **wellbeing**, so that the can be offered.
- **A preventative approach** - aiming to are identified as early as possible to concerns or problems developing
- **A joined-up approach** - children, people, parents and the services they together in a coordinated way to specific needs and improve their



principles:

the child or
at the centre
available to

of a child in
consideration
young person
thinking
right support

ensure needs
avoid bigger

young
need working
meet the
wellbeing

This is now enshrined in legislation in the [Children and Young People \(Scotland\) Act \(2014\)](#).

Many of the key components of GIRFEC can be found within a nurturing approach, including a focus on wellbeing, an understanding of resilience and a need to implement a holistic assessment approach to support children and young people's wellbeing needs.

Our Nurture & Inclusion Aims

These aims were formed in consultation with the [Earlston and Gordon Nurture and Inclusion Working Party](#). We regularly assess our progress using a variety of tools, including, attainment consultations, classroom walk-throughs, wellbeing webs, questionnaires and formative and summative assessments.

- To raise attainment
- To provide a safe, calm and trusting environment
- To build positive relationships with self, peers and adults
- To develop children's confidence, self-esteem and social skills
- To help the children grow in trust and reliability

These aims will be regularly reviewed. If you feel that any of our aims need amended, or if you have a suggestion for a future aim, please get in touch with the school office.

The 6 Nurture Principles

The '6 Principles of Nurture' are used nationally and are embedded in policies and frameworks from Education Scotland and Scottish Borders Council. You can see these principles outlined below. Below each indicator is a list of how we achieve each of the indicators within school. This list was created by the *Earlston & Gordon Nurture and Inclusion Working Party* and are **not exhaustive**.

Principle 1: Children's learning is understood developmentally

- Staff engage in ongoing professional development regarding teaching and learning
- Regular formative assessments used to evaluate level of understanding, progress and next steps for each child
- Learning tracked consistently throughout the school
- Consultations and moderation opportunities arranged with colleagues to engage in professional dialogue regarding learning
- Consultations with parents to discuss their child's learning; progress, next steps and specific needs
- Differentiated work provided in class
- Opportunities to develop social skills

Principle 2: The classroom offers a safe base

- Staff welcome children into school and Nursery each day
- School day provides structure and predictable routines which are explained and practised consistently
- Classrooms are well organised, and children are provided with clear expectations
- Staff are non-judgemental and empathetic
- Staff engage in ongoing professional development regarding the promotion of self-regulation of children's behaviour
- Adults model positive relationships

Principle 3: The importance of nurture for the development of self-esteem

- There are opportunities to celebrate success and achievement
- Adults notice and praise achievements
- Staff respond and listen to children/families in ways that show they are valued
- Interventions provide opportunities for pupils to build self esteem
- Whole school Health & Wellbeing (HWB) program – Building Resilience, planned HWB weeks
- Positive relationships are developed with pupils
- Opportunities provided for children to be responsible and have jobs/roles

Principle 4: Language is a vital means of communication

- Children are helped to understand and how to express their thoughts and feelings appropriately
- Adults understand the importance of their own language towards children and how this can impact them
- Adults model positive ways to communicate
- Language is assessed and attainment is tracked – staff are clear about progression in Listening and Talking
- Adults support children calmly
- Pupil voice is valued – opportunities provided for pupils to share their opinions
- Staff will explicitly teach appropriate emotional language
- Implementing Zones of Regulation to develop learners understanding of emotions/feelings and the tools required to manage these successfully (See Appendix 1 – ‘A Parent/Carers’ Guide to the Zones of Regulation’. Coming soon: *Zones of Regulation Video for Parents & Families*).

Principle 5: All behaviour is communication

- Staff are aware that children may communicate their feelings in different ways
- Individualised Behaviour Plans are written to provide strategies to support individuals, if necessary
- Risk assessments written, if required
- Adults act in a calm and consistent manner
- There are clear and consistent boundaries
- Expectations are consistent
- Children are encouraged and supported to reflect on their behaviour – there are opportunities for restorative conversations, if required

Principle 6: The importance of transition in children’s lives

- Staff understand and acknowledge the feelings which may be felt by both small and large changes
- Children are prepared for daily transitions and longer term transitions
- Specific transitions will be planned for pupils moving from Nursery to P1 and from P7 to High School
- When possible, there are opportunities for pupils to meet the teacher before the next school year and for staff to hand over information to ensure a smooth transition
- Staff plan for known changes – adjustments may need to be arranged
- Adults support children in times of stress relating to transitions
- School develops a positive relationship with parents to work together to support transitions

Universal Approaches

Whole school Health and Wellbeing Progression

As part of our health and wellbeing progression, teachers deliver our Building Resilience Programme. Resilience is a key factor in protecting and promoting good mental health. This whole school programme looks at ten different things to develop resilience in children.

There is a programme for early, first and second level. Therefore, children will be developing their skills throughout their primary school experience. Key themes and messages are taught through class activities and school assemblies.

As well as Building Resilience, we are delivering lessons on the wellbeing indicators. A child or young person's wellbeing is influenced by everything around them and the different experiences and needs they have at different times in their lives. The wellbeing indicators highlight the key factors that influence wellbeing – **safe, healthy, achieving, nurtured, active, respected, responsible** and **included**. By making the wellbeing indicators explicit for children, we are developing their understanding of wellbeing and how to live healthy and happy lives.

In addition to the above, we implement Scottish Borders Council's planners for Sexual Health & Relationship Education and Drugs and Alcohol Misuse. These cover a range of age-appropriate topics for children and young people. Information about the themes being covered with your child(ren) will be sent out prior to the learning taking place. Parents and families of P6 and P7 children will be invited to a presentation regarding the content being covered in Sexual Health & Relationship Education and provide an opportunity for families to ask any questions or provide comments.

For further information about our health and wellbeing curriculum, please contact the school.

Wellbeing Indicators

In order to support children's knowledge and understanding of the wellbeing indicators and the factors that influence wellbeing, children have been involved in creating characters to represent each of the indicators (see below).

These indicators are referred to throughout the school – they are a key focus of weekly assemblies, they are used in conversations with adults and peers and they are used to celebrate achievements, through our wellbeing indicator stickers. These say 'Ask me how I have been...' and refer to one of the eight wellbeing indicators. This is to support discussions between family and child but also supports discussions within school as peers and adults ask the child what they have done to be like one of our indicators.

Earlston's Wellbeing Characters:



Gordon's Wellbeing Characters:



Assessment & Evaluation Processes to Support Intervention

Approaches to a variety of assessment reflects staff awareness that a child or young person's learning is understood developmentally.

We regularly assess the wellbeing of pupils within the school. We do this in a number of ways:

- Wellbeing webs
- Parent/Pupil/Staff Questionnaires
- Surveys
- Boxhall Profile
- Observations

Data and evidence from these assessments is then used skilfully to plan and meet pupil needs. This may involve a whole school or whole class intervention or data may show that a child requires more targeted interventions in order to meet their nurture and inclusion needs.

EPS/GPS Behaviour Blueprint

At EPS/GPS we show respect for all, taking increasing responsibility for our behaviour and the school environment. We come to school ready to learn and achieve our potential.

Our School Aims

1. To be **READY** for learning, opportunities and the future
2. To be **RESPONSIBLE** in our care for ourselves, others and our planet
3. To be **RESPECTFUL** in our words and actions and to be considerate of others

Every day we will:

- ✓ Welcome our children
- ✓ Build good relationships
- ✓ Be fair and consistent.

Everyone will strive to:

- ❖ Show good manners
- ❖ Kindness
- ❖ Positive attitudes

Striving each day to be the best version of ourselves!

Rights and Responsibility of the School Community

You have the RIGHT to be	Expected behaviours
Safe	Follow instructions and use equipment safely.
Healthy	Try to eat healthily, show good hygiene and get enough sleep.
Achieving	Use your growth mind set to learn new things and challenge yourself.
Nurtured	Show kindness towards others and accept kindness in return.
Active	Join in with physical games and activities.
Respected	Listen to others and treat them fairly.
Responsible	Be organised, ready to learn and know when to ask for help.
Included	Include others in your games and activities.

For children who **consistently demonstrate** the school values and when staff **notice** those going over and above:

- Class and school recognition at assembly
- Positive phone calls home
- Positive postcards sent home

Constructive Conversation Scripts

Caution

- ✓ I have noticed that you are...(state difficulty)
- ✓ Remember our rules and values are...
- ✓ Reminder of past positive behaviour child has shown.
- ✓ However, if this behaviour is going to continue then I will need you to...
 - have some time out to think about your actions and
 - stay behind for 2 minutes at (state time) to talk about your choices.
- ✓ Thank you for listening...give time to reflect.

Restoration

- ❖ Tell me what has happened?
- ❖ How did you feel?
- ❖ How do you think others felt?
- ❖ What needs to happen to put things right?
- ❖ What would you do differently next time?

If staff can see a **pattern of behaviour** then SLT should be notified. Parents may then be invited in for meeting to **explore** behaviours in more detail.

For any acts of physical, racial or sexual violence, parents of children involved **must be notified** (as should SLT)

Redirection:

- Reminder
- Caution
- Time out and Restorative conversation
- Phone call home

Pillars of Positive Behaviour

At EPS/GPS we show respect for all, taking increasing responsibility for our behaviour and the school environment. We come to school ready to learn and achieve our potential.

In order to do this, we have identified 5 Pillars of Positive Behaviour (see appendix 3). These are outlined below:

Pillar 1: consistent, calm adult behaviour

Pillar 2: first attention to best conduct

Pillar 3: relentless routines (see appendix 4)

Pillar 4: scripted interventions (see appendix 5)

Pillar 5: restorative follow-up

Restorative Conversations

When children's behaviour falls below what is expected of them, they take part in a restorative conversation with those who have been most affected by their behaviour. The aim of a restorative conversation is to support the creation, maintenance and repair of relationships in an environment that focusses on support and skill building. Restorative conversations usually get the child to consider the following:


- What happened?
- How were you feeling at the time?
- Who has been affected by your actions?
- How can we repair the relationship with those that have been affected?
- What could you do differently in future?

Further information regarding restorative conversation can be found in appendix 5.

Targeted Nurture & Inclusion Interventions

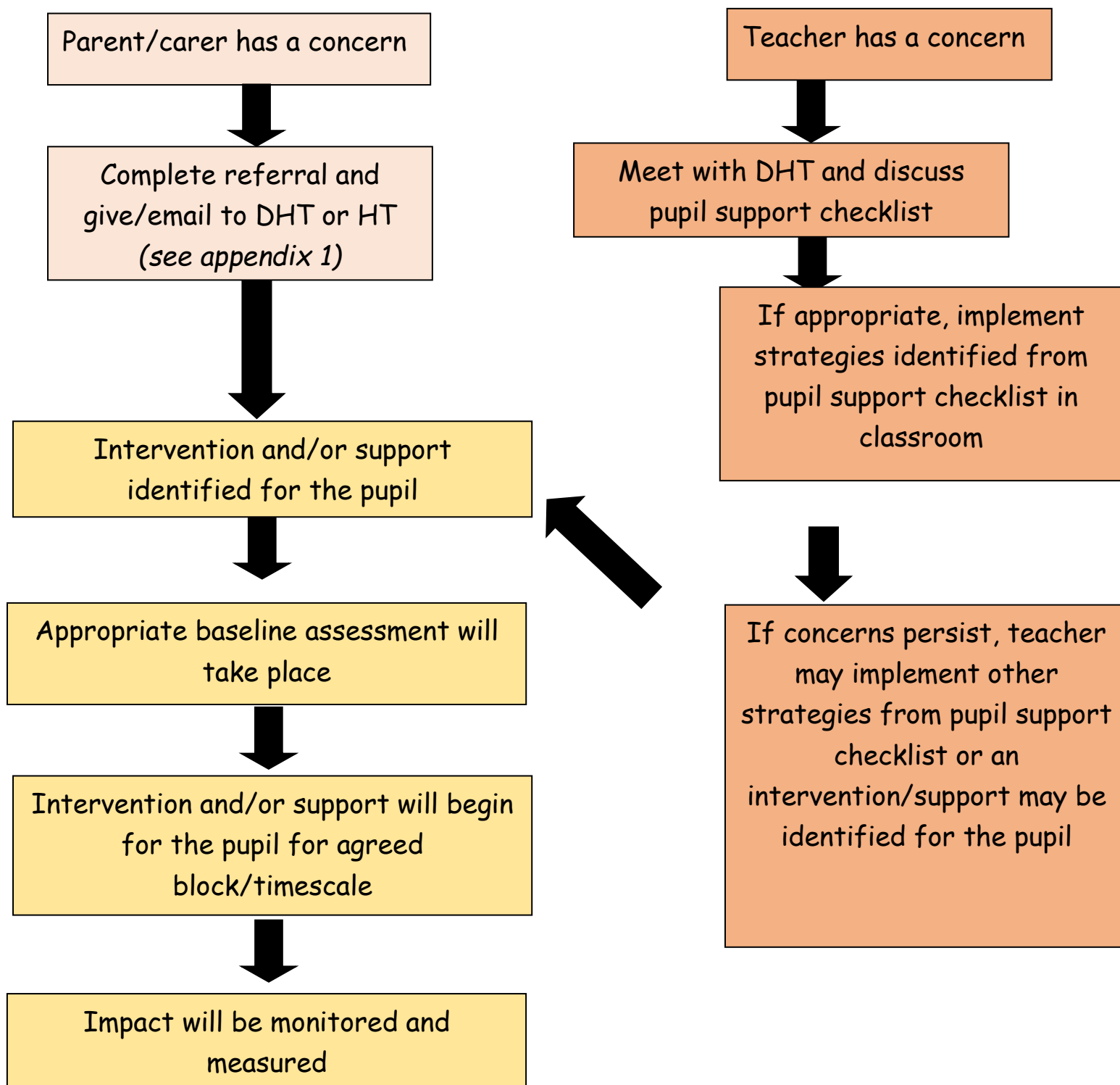
As mentioned above, in order to meet every child's nurture and inclusion need, some children will benefit from more targeted interventions. As a school, we have a number of nurture interventions that are used to meet the needs of specific individuals.

Pupils may be chosen to take part in an intervention if they:

		<h1>Earlston & Gordon Primary School</h1> <h2>Nurture Interventions</h2>			
<h3>Earlston Primary School Breakfast Club</h3>		<p>Aims: To ensure no child will start a school day hungry and without food. To improve attendance, concentration and learning in the classroom.</p> <p>The Breakfast Club is available Monday – Friday, 8:25-8:45. Primary 1-7 pupils can enjoy a range of breakfast cereal, toast and other breakfast items. Thanks to funding from Asda and Tesco, breakfast club is free of charge.</p>			
<h3>1:1 Coaching</h3>		<p>Aim: To improve pupil wellbeing through coaching.</p> <p>1:1 Coaching sessions are run by Mrs Hogg at Earlston Primary School and Mr Jamieson/Mrs Connell at Gordon Primary School.</p> <p>These weekly coaching sessions focus on targeted wellbeing areas that the children have identified, through the completion of a wellbeing web. Each week, pupils create a target to work towards and these are discussed and evaluated the following week. Parents/Carers are kept informed of pupil</p>		<h3>1:1 Coaching</h3>	
<h3>Friendship Coaching</h3>		<p>Aim: To support learners in recognising their desirable qualities and develop practical skills for creating and maintaining friendships.</p> <p>This is a 1:1 session run by Mrs Hogg at Earlston Primary School and Mr Jamieson/Mrs Connell at Gordon Primary School for identified children who require help forming and maintaining friendships. Sessions focus on recognising and building the characteristics and qualities of a good friend and how to make friendships.</p> <p>This coaching is carried out in conjunction with 'Friendship Group' so that pupils have the opportunity to put their learning into practice in a safe environment.</p>			
<h3>Friendship Group</h3>		<p>Aim: To develop practical skills for creating and maintaining friendships.</p> <p>The Friendship Group meets once a week and is run by Mrs Hogg at Earlston Primary School and Mr Jamieson/Mrs Connell at Gordon Primary School. This group supports pupils to work successfully with others and form friendships through a range of activities, such as, board games, baking or Science challenges.</p>		<h3>Friendship Group</h3>	
<h3>Kitbag</h3>		<p>Aim: To build learners' ability to talk about and understand how they feel, to recognise strengths and to promote compassion and self-confidence.</p> <p>These sessions take place weekly and are led by Mrs Hogg at Earlston Primary School and Mr Jamieson at Gordon Primary School.</p> <p>All of the materials within Kitbag are there to help children to talk about and understand how they feel, to recognise strengths and to promote compassion and self-confidence. There is no right or wrong way to use Kitbag. Participants simply enjoy exploring the contents and find their own way around its different elements. Unrolling the outer bag opens up a special time and space. The Talking Stick provides a simple structure for everyone to have their turn, to speak and be listened to with respect.</p>			
<h3>Managing Covid Anxiety</h3>		<p>Aims: To support children in managing difficult feelings relating to the coronavirus.</p> <p>This short intervention will look at information about coronavirus and what to do when you have a worry. The resources that will be used throughout have been created by the Early intervention team in Child and Adolescent Mental Health Service (CAMHS).</p>		<h3>Managing Covid Anxiety</h3>	

- Have been referred by their Class Teacher or Support for Learning Teacher
- Have been referred by their parent
- Have indicated within their 'Wellbeing Webs' as being low in and particular aspect of any of the Wellbeing Indicators.

Referral Process for Targeted Intervention:



Within the nursery and early years setting, our staff are skilled at supporting the development of children's social and emotional needs. However, if you have any concerns or questions relating to this, please contact the nursery staff directly.

Partnership Working

Within Earlston and Gordon Primary Schools and Nurseries we recognise the importance of partnership working in order to ensure we best meet the needs of all children.

Within school, our Nursery Staff and Class Teachers will usually play the most significant role in supporting your child's development and ensuring their wellbeing needs are being met. However, we recognise and value that parents know their children best.

Therefore, we will engage with parents throughout all stages of children's development: planning, implementation and evaluation.

Within school, it is common for our Support for Learning Teacher to also be involved with each child's learning and wellbeing. Working closely with families and class teachers, our Support for Learning Teacher will use a variety of tools to gain a holistic overview of needs/concerns and determine if more individualised planning is required.

For some children, an Individualised Educational Programme (IEP) may be formed. These are used when the curriculum planning required is to be 'significantly' different from the class curriculum and are used to plan specific aspects of education for learners who need some of or their entire curriculum to be individualised.

We also work closely with a range of other agencies to support the needs of children. These include, but are not limited to, Education Psychology, Inclusion and Wellbeing Service, Health professionals (such as , Health Visitor, School Nurse, CAMHS and Occupational Therapists), Home-School Link Workers, Social Work and Bilingual Support Service.

Where multi-agency working is taking place, regular reviews or MACs (Meeting Around the Child) will take place. During these meetings, consideration will be given to any targeted interventions that the child may benefit from and the development of a Child's Plan may take place. The Child's Plan may include:

- Why a child or young person needs support
- The type of support they need
- How long they will need it and who should provide it
- What the intended impact of this support would be

These meetings are usually lead by a member of the school management team or, in the case of Nursery Children, the designated Health Care Worker. Minutes of the key discussion points and actions are taken and shared with all adults involved.

Reviewing Interventions

Our Nurture & Inclusion interventions are reviewed and evaluated termly in order to measure impact and plan appropriate next steps. During this evaluation process the views of child, teacher, Pupil Support assistant leading intervention and parents are taken into consideration.

When reviewing the impact of interventions, a decision will be made whether pupils require to continue the intervention(s), engage in a new intervention or if no further intervention is required.

Appendix 1: Parent Referral for Nurture Intervention

Pupil Name:	
Class:	



Description of concerns:	
--------------------------	--

Interventions that have been tried at home:	
---	--

Additional Comments:	
----------------------	--

Print Name:

Signed:

Date:

Thank you for your request. A member of staff will be in touch regarding your referral.

R. Devlin

Robbie Devlin, Acting Depute Head Teacher

Earlston & Gordon Primary School



A Parent and Carers' Guide to **'Zones of Regulation'**

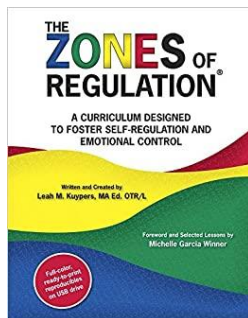
Contents

Background	Page 16
Aims	Page 16
What are the zones?	Page 17
How will we use the zones?	Page 18
How can you use the Zones of Regulation at home?	Page 18
Common Questions	Page 19
Useful Websites	Page 19

Background

The Zones of Regulation is an intervention which helps children to manage difficult emotions, known as 'self-regulation'. Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation provides a common language and aims to teach **all** children tools to help them cope with these feelings so they can get back to feeling calm and ready to learn.



Aims

At Earlston and Gordon Primary School, we are launching the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience a range of emotions, including anger, sadness and anxiety. Zones also emphasises that all feelings that a person may feel are completely normal and valid. What is important is the actions as a result of these feelings.

The goal of introducing children to the framework is to help them move towards independent emotion regulation. This is a lifelong skill that they will not only use in school but in their relationships and situations they encounter outside of school.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences, such as lack of sleep or hunger, and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience.
- Identify a range of calming and alerting strategies that support them.

What are the zones?





The Zones of Regulation make emotions accessible by splitting them into four different colours, here is a list of each colour along with the kinds of emotions people may feel when they are in that coloured zone:

- The Red Zone is used to describe an extremely heightened sense of alertness and intense emotions. The emotions in the red zone include anger, rage, devastation and terror.
- The Yellow Zone is also used to describe a heightened state of alertness and intense emotions. However, children experiencing yellow zone levels of alertness will feel more in control of their emotions than those feeling red zone emotions. Emotions in this zone include stress, frustration, anxiety, excitement, silliness and nervousness.
- The Green Zone is used to describe a calm sense of alertness. Feelings in this zone include happy, focused, content and ready to learn.
- The Blue Zone is used to describe low states of alertness and down feelings such as when someone feels sad, tired, sick and bored.

Emotions in all of the zones are natural to experience, but by using the framework children will learn how to recognise and manage feelings from all zones, as well as further understand how those around them may be feeling.

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

© 2011 Think Social Publishing, Inc. All rights reserved.
From The Zones of Regulation® by Leah M. Kuypers • Available at www.socialthinking.com

How will we use the zones?

- We will be introducing the zones through our health and wellbeing curriculum – children will become familiar with the Zones and tools through explicit teaching within lessons and our weekly assemblies.
- We will also be using the zones language as part of daily school life so all staff will be referring to them, not just their class teacher.
- Each class will have a Zones of Regulation display highlighting the four zones and giving suggested strategies that children can adopt to support them. This display will be referred to by class teacher, when necessary.
- Staff within school regularly check-in with pupils and how they are feeling. If an individual or class are not in the 'Green Zone' then support can be given to move pupil(s) into this zone. For example, taking part in a short breathing exercise or reading a chapter of a book. In doing this, staff are being proactive and intervening early to promote positive behaviour.
- On occasion, children's behaviour falls below the expectations we have of them. When this is the case, restorative conversations are held. During this conversations the zones would be referenced. This allows children to consider the zone they were in when the behaviour took place and be supported to consider the appropriate tools they could have used to get back into the 'Green Zone'. By engaging in this supportive process, we aim for children to take responsibility for their behaviour while also recognising that it is okay to feel whatever they are feeling.

How can you help your child use The Zones of Regulation at home?

- Identify your own feelings using Zones language in front of your child (e.g.: "I'm frustrated. I think I am in the Yellow Zone.")
- Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breaths to help get me back to the Green Zone.")
- At times, wonder which Zone your child is in. Or, discuss which Zone a character in a film / book might be in. (e.g.: "You look sleepy. Are you in the Blue Zone?")
- Engaging your child in discussion around Zones when they are in the Red Zone is unlikely to be effective. You need to be discussing the different Zones and tools they can use when they are more regulated / calm. Remember, no zone is a 'bad zone'. All feelings are normal.
- Teach your child which tools they can use. (eg: "It's time for bed. Let's read a book together in the comfy chair to get you in the Blue Zone.")
- Regular Check-ins: "How are you feeling now?" and "How can you get back to Green?"
- Modelling it is important to remember to show the children how you use tools to get back to the green zones. You might say, "I am going to make myself a cup of tea and do some breathing exercises because I am in the blue zone" and afterwards tell your child how using those tools helped you get back to the green zone.
- Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behaviour is also helping you feel happy / go into the Green Zone.
- Put up and reference the zones visuals and tools in your home.
- Praise and encourage your child when they share which zone they are in.





Common questions

Can my child be in more than one zone at the same time?

Yes. Experiencing multiple emotions is a normal human function. For example, your child may feel tired (blue zone) because they did not get enough sleep, and anxious (yellow zone) because they are worried about an activity at school. Listing more than one Zone reflects a good sense of personal feelings and alertness levels.

Should children be punished for being in the RED Zone?

It's best for children to experience the natural consequences of being in the RED zone. If a child's actions/choices hurt someone or destroys property, they need to repair the relationship and take responsibility for the mess they create. Once the child has calmed down, use the experience as a learning opportunity to process what the child would do differently next time.

Can you look like one zone on the outside and feel like you are in another zone on the inside?

Yes. Many of us "disguise" our Zone to match social expectations. We use the expression "put on a happy face" or mask the emotion so other people will have good thoughts about us. Parents often say that their children "lose it" and goes into the Red Zone as soon as they get home. This is because children are increasing their awareness of their peers and expectations when in the classroom. They make every effort to keep it together at school to stay in the Green Zone. Home is when they feel safe to let it all out. However, it is important to note that, we still feel whatever emotion we are trying to disguise.



Useful Websites

- <https://hes-extraordinary.com/the-zones-of-regulation>
- <https://www.theotttoolbox.com/?s=zones+of+regulation>
- <https://www.zonesofregulation.com/>

Appendix 3, Earlston & Gordon Primary School 5 Pillars of Positive Behaviour:

Pillar 1 Consistent, calm adult behaviour	Pillar 2 First attention to best conduct	Pillar 3 Relentless routines	Pillar 4 Scripted interventions	Pillar 5 Restorative follow-up
<p>All adult behaviour will be calm and controlled reflecting the vision and values of the school- there is an expectation that shouting at children is not acceptable, but that clear messages should be delivered firmly and calmly.</p> <p>The behaviour must be separated from the child.</p> <p>All adults will be kind, caring but demanding of the highest standards of behaviour across the school.</p> <p>Key values such as respect will be specifically taught through HWB curriculum and revisited frequently throughout the year.</p> <p>Expected behaviours based on the three key rules of: Respect for all Ready to learn Responsible Will be taught, reinforced, modelled and applied consistently.</p> <p>Behaviour will be corrected privately where possible- no child will be named and shamed.</p> <p>As far as possible teaching staff will manage behaviour and take responsibility for this. SLT can assist by providing a united front or reinforcing the messages of the class teacher/member of support staff.</p>	<p>Adherence to school rules and expected behaviour will be acknowledged quietly and regularly through verbal recognition:</p> <ul style="list-style-type: none"> - <i>I noticed you...</i> - <i>I was pleased to see...</i> <p>“Above and beyond or consistently achieving expected” behaviours will be recognised through:</p> <ul style="list-style-type: none"> - Positive phone calls home or conversations with parents face-to-face or leave a voicemail - Good news postcards posted home, addressed to parents 	<p>The whole school will implement consistent routines:</p> <ul style="list-style-type: none"> - Lining up quietly and quickly - Moving through the school in a calm and controlled manner <p>All children will be warmly welcomed to school each day, taking time to individually ‘meet and greet’ each child.</p> <p>Where possible, SLT members will be out in the playground in the morning, break and lunch to support staff and children where necessary.</p> <p>Class teachers will be at lines promptly in the morning and will encourage calm return to class following break and lunch times.</p> <p>All children are expected to demonstrate appropriate manners:</p> <ul style="list-style-type: none"> - Good morning - Good afternoon - Excuse me - Please/Thank you <p>(All adults are expected to role model this)</p> <p>All adults and children are expected to speak respectfully to one another within the school community irrespective of their post or position.</p>	<p>The language of choice will be used with the children. Clear consequences will be indicated as part of this:</p> <ul style="list-style-type: none"> - If you choose to... there will be a consequence of... <p>It should be brought to the child’s attention how their behaviour is impacting on themselves and others.</p> <p>Language used by adults will also be authoritative:</p> <ul style="list-style-type: none"> - You need to... - I need to see you... - I expect... - I know you will... <p>Reminders of the positive behaviour sought will be delivered.</p> <p>Consequences where required will consist of the following:</p> <ol style="list-style-type: none"> 1. Reminder of vision/rules 2. Caution 3. Time out (within class or another class) followed up with restorative conversation 4. Phone call home <p>If staff can see a pattern of behaviour then SLT should be notified. Parents may then be invited in for meeting to explore behaviours in more detail.</p> <p>For any allegations of bullying or acts of physical, racial or sexual violence parents of children involved must be notified (as should SLT)</p>	<p>Restorative conversations will be used with children who require further follow up based around the following responses:</p> <ol style="list-style-type: none"> 1. Tell me what has happened? 2. How did you feel? 3. How do you think others felt? 4. What needs to happen to put things right? 5. What would you do differently next time? <p>Where a teacher is required to have a restorative practice conversation, another member of teaching staff or SLT can be called upon to cover the class to enable the class teacher to give this the time it deserves.</p> <p>Members of P5, P6 & P7 will be trained as ‘Pupil Mediators’ to enable more minor incidents to be effectively dealt with at the time.</p>

Appendix 4, Earlston Primary School: Our Relentless Routines

	P1-4	P5-7
Morning Lines	<p>Bell at 8.50am: children to line up in classes</p> <p>Teachers welcome and walks in with their class.</p> <p>P1: Line up at the P1 entrance</p> <p>P2–P4: Line up at bottom entrance</p> <p>P5-P7: Line up at fire exit at bottom of P6/7 staircase</p>	
Meet and Greet Registration	<p>Staff ensure children hang coats and bags up in a calm organised manner with no items left on the floor.</p> <p>Children then follow agreed procedure for class (sit at desk with book, sit on carpet, or line up outside class).</p> <p>Teacher welcomes the class and starts the day off on a positive tone (good news, positive observation, recognition of special event)</p> <p>Register and lunches are carried out in calm manner and selected children then take lunch selections to office.</p> <p>Our younger classes may then start the day with some play-based learning- purposeful activities arranged by the class teacher to develop specific skills, knowledge etc.</p>	
1:1 Check-Ins	<p>By morning break teachers should ensure they have had a one-to-one check in with all children to reduce any anxieties, have opportunity to share concerns and ensure they are in a place where they are ready to learn.</p>	
Breaktime	<p>Children encouraged to go to the toilet prior to going outside and to wear coat outside if a chilly day. This prevents need for many children returning into school building during break and going to toilet during class time.</p>	
Lunchtimes	<p>P1: Teachers will walk with class quietly into lunch hall at 12.25pm and ensure all children are settled at their table. Staff will stay with their class until 12.35pm, supporting them with positive table manners and encouraging independence.</p> <p>P2-4: Teachers walk quietly with children into lunch hall and stay with class until seated.</p> <p>When children are finished their lunch, they put hand up to ask if they can go outside. Lunch supervisor will check to ensure they have eaten lunch before allowing children outside.</p>	<p>P4-7: At 12.35 children go outside to play.</p> <p>At 12.50, children come in to school, quietly collect lunch boxes and head into dinner hall.</p> <p>If children are finished lunch prior to 1.10 then they can go back outside to play.</p>
Following break and lunch	<p>Children line up single file within their class lines.</p> <p>Teachers promptly collect children from lines and escort them to class.</p>	
Toileting	<p>Maximum of one boy and one girl to visit toilet at any time. Permission must be granted first by class teacher.</p> <p>(If children are visiting toilet too frequently or if there is some misbehaviour within toilets then classes may need to set up a recording system of who visits and when.)</p>	<p>Maximum of one boy and one girl to visit toilet at any time. Permission must be granted first by class teacher.</p> <p>Children must use sign in/out jotter, noting time that they have gone to toilet.</p>
Moving around school	<p>All children are encouraged to move around school in a calm manner- walking, single file, and no talking during whole class movement along corridor.</p> <p>Children should use the 'Stop' zones to wait patiently until all class are ready to move on.</p>	

Tooth-brushing	Teacher to prepare the toothpaste. Groups are called in turn to collect toothbrush and paste. Teeth are brushed for 2mins. Each table spits and rinses their brush in turn.	Each week two children are given responsibility for allocating toothpaste blobs onto plate. Groups are called in turn to collect toothbrush and paste. Teeth are brushed for 2mins. Each table spits and rinses their brush in turn.
End of day	All classes to be walked to exit of school. P1 & P2: Class teacher to ensure all children are collected by appropriate adult. Children on buses to leave class promptly and go to school office.	

Appendix 5: Earlston and Gordon Primary School: Scripted Interventions

Step	Action	Script
1	Reminder (fly-by) Remind child of our vision (To Be the Best Version of You) and how their chosen behaviour is not in keeping with our school rules.	I notice you are... What I want/need/would like to see from you is...
2	Caution Anchor behaviour with a reference to positive behaviour in the past.	We've already had a conversation about... I have noticed that you are... Remember our rules and values are... <i>Give reminder of past positive behaviour child has shown.</i> However, if this behaviour is going to continue then I will need you to... <ul style="list-style-type: none"> - have some time out to think about your actions and - stay behind for 2 minutes at (state time) to talk about your choices.
3	Time Out Time out for child to regulate their emotions, consider their actions and reflect on how this can be better managed in future. We do not have a set list of consequences for behaviours. Instead, 'appropriate responses' are agreed to help resolve the situation and support the child to reflect on behaviours. It may be that the child has missed some breaktime in order to have a restorative conversation with yourself (which in itself may be enough of an 'appropriate response'). Or, during your restorative conversation, you may agree on an alternate action. These should always take into consideration individual circumstances (age, specific needs, actions from others) and should focus on supporting positive future behaviour.	It is disappointing that you have chosen to continue with x behaviour which is not showing you are ready/responsible/respectful. I now need you to take time out to manage your emotions and think about your next steps. I will have a further conversation with you at ... to discuss this in more detail. <u>Restorative follow-up</u> <ol style="list-style-type: none"> 6. Tell me what has happened? (or adapt if necessary, eg. What is your interpretation of what has happened this morning?) 7. How did you feel? 8. How do you think others felt? 9. What needs to happen to put things right? 10. What would you do differently next time?

<p>4</p>	<p>Phone Call Home</p> <p>The aim of the phone call is to inform the parent of behaviour within class and to explore with parent reason for such behaviour.</p> <p>In addition to exploring reasons for behaviour, possible actions should be explored to minimise potential for further disruptive behaviour.</p>	<p>The behaviour you have displayed within class/playground is having a negative impact on...</p> <ul style="list-style-type: none"> • Your learning • The learning of others • Safety of others <p>We have met to try to understand your actions however this hasn't led to a change in behaviour.</p> <p>I am now going to contact your parents/carers to let them know what is happening and to try to understand what we can do to support you.</p>
-----------------	---	--