



## **Behaviour for Learning Policy**

*The Courtyard aims to offer an outstanding educational and social provision that will equip our students with the skills and experiences needed to discover and live out their potential.*

## BEHAVIOUR FOR LEARNING - POLICY STATEMENT

<b>Approval Committee:</b>	<b>Full Governing Body</b>
<b>Author:</b>	<b>Head Teacher</b>
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## Policy Objectives

- To provide guidance to staff, parents and carers, governors and other stakeholders on how to support our students to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to students with autism and/or speech, language and communication needs, as well as other learning needs at the Courtyard.
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our belief with evidence-based practice and current research.

## Key Beliefs

At the Courtyard we provide a nurturing learning environment, through the support of a whole school network, which targets students' individual needs in order to enable them to overcome barriers and achieve their personal best.

The staff use a person-centred approach, Positive Behaviour Support (PBS), to provide long term support for our students who may have, or be at risk of developing, behaviours that challenge. It is a blend of person-centred values and behavioural science and uses evidence to inform decision-making.

In order to achieve this, we provide a safe and supportive learning environment in which students can develop the skills and enthusiasm to become independent and confident learners. We adopt a restorative approach to promoting positive behaviour to maintain a safe and positive climate for learning.

A restorative approach combines high expectations of all members of the school community with high levels of support when things go wrong.

The Courtyard has a number of rules but our Behaviour for Learning policy is not primarily concerned with rule enforcement; it is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn.

At the Courtyard we recognise that some of our students may exhibit unacceptable behaviour because of their particular needs and disabilities. The way that challenging behaviours are managed within the Courtyard demonstrates a commitment to our vision and values by using a range of strategies which can be wholly personalised to the needs and complexities of the students who attend our school.

We believe that:

Our students want to behave well and are happy when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. We consider their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills. Students are better able to behave well when their needs are well met at school, at home and in the community.

How students behave gives us important information about how they are feeling. Many of our students have levels of social, emotional and mental health needs and will need a personalised approach to support them to manage their behaviour. It is important to take into consideration their levels of stimulation and engagement and what this could be communicating.

Most of our students have experienced situations in the past which impact on their ability to communicate, manage and self-regulate their behaviours. In the same way that we recognise the students may join the Courtyard with an academic learning deficit, so we also

recognise that they may have a developmental behavioural learning deficit. We hope that students will no longer need to resort to behaving in a way that concerns others once they have learnt alternative ways of communicating or meeting their needs, or when others are able to offer the support that they need. Learners at the Courtyard can find learning difficult; learning new behaviour is a task, just like developing in maths or literacy.

As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a student will make when learning to adapt or develop new behaviours.

**Mistakes are part of the learning process.** We don't make a judgement about it – instead we support our students to get it right.

**All adults can learn strategies to support students to improve their behaviour.** Most adults have evolved ways of responding to students' behaviour based on a combination of personal and professional experiences and training and experimental learning.

At the Courtyard we encourage the staff community to reflect on what may be the underlying issues that drive or trigger behaviour in our students, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way.

This can be very difficult especially if a student is aggressive or targeting others in a focused way. As a school we support the staff community to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw upon the range of expertise within the school and beyond: Educational psychologists, CAMHS, Speech and language therapists, Social workers, etc.

All staff and professionals must be committed to developing their practice and sharing their skills and experiences. This is a commitment to on-going professional development, reflective practice, professional competence and responsibility in line with the needs of the current cohort of students.

### **Key principles of PBS**

Behaviour that challenges always happens for a reason and may be the person's only way of communicating an unmet need. PBS helps us understand the reason for the behaviour so we can better meet people's needs, enhance their quality of life and reduce the likelihood that the behaviour will happen.

A PBS framework:

- Considers the person and his or her life circumstances as a whole including physical health and emotional needs such as the impact of any traumatic or adverse life events and mental illness
- Reduces the likelihood of behaviours that challenge occurring by creating physical and social environments that are supportive and capable of meeting people's needs.
- Is proactive and preventative and aims to teach people new skills to replace behaviours that challenge – and other skills that enhance the opportunities people have for independent, interesting and meaningful lives.
- Is likely to involve input from different professionals and include multiple evidence-based approaches and treatments that come from a shared value base and are provided in a coordinated and person-centred manner. These may include trauma informed care, autism specific approaches, understanding of learning theories, active support and other appropriate interventions that support physical, mental health and wellbeing.

## Supporting self-regulation and positive behaviour

### The quality of our relationships:

- a) Our relationships with each other are supported and developed by the 'relationships guidance' in the Courtyard Staff Handbook. This guidance provides a framework to help us to provide good models of behaviour at all times for our students.
- b) Staff relationships with students is crucial. Each adult is a key adult for our students. To foster successful, enabling relationships, we need to:
  - Actively build trust and rapport – which has to be earned; it is not a given
  - Have high expectations of all students. When we demonstrate our belief in them, it supports them to succeed.
  - Treat students with dignity and respect at all times by communicating carefully and clearly in a way that is accessible to them and their current level of need/anxiety.
  - Provide adults who will listen respectfully to the student, and make a judgement about how/when to respond.
  - Provide a trusted adult who will complete the individual **Student Passport** (Appendix A example) and **Zones of Regulation** (Appendix B example) with the student to ensure that the student has a significant impact in the information they want shared with others.
  - Invest in our relationships with the students and have fun together.
  - Consider what might be behind the behaviour; why the student is behaving in this way. There will always be a reason; the behaviour is a symptom of something that we need to identify and understand.
  - See things through, e.g. consequences in place as a response to particular behaviours, both desirable and undesirable – **Reward chart** (Appendix C example) and **Levels Ladder** (Appendix D).
  - Keep our word, and if, for some reason, we are unable to honour a commitment to a student, to communicate clearly and honestly about why this has happened.
  - Identify the strengths of the student (**Student Passport**) – identify these with the student and build on them.
  - Apologise if we make a mistake – we are modelling this for the student and this will support us to build trust and respect.
  - Name and manage your own emotional reactions to students' behaviour, i.e. demonstrate emotionally intelligent behaviour at times. Seek help if you are finding it difficult to manage your feelings about a student.
  - Resolve difficult feelings about a student – it is unhelpful history, focus instead on getting it right in the future.
  - Quietly but firmly hold appropriate boundaries with the students.
  - Seek support from wider professional networks to problem solve behaviours that challenge and to reflect on any difficulties that you have in relation to particular behaviours or students.
  - Always be respectful to students; we do not talk about them as if they were not in the room, or in front of other students.
  - Be non-judgemental about students' life experiences, but we do use behavioural data to inform our planning for them.
  - Use colleagues for support, e.g. by debriefing with them after distressing incidents, and to share your emotional experiences,

- c) It is important for us to reflect and plan with parents/carers to ensure consistency in approaches between home and school.
  - Positive behaviour plans need to be shared with parents/carers and regularly reviewed.
  - If any form of restraint or seclusion has to be used during the school day, staff MUST follow the guidance in the Positive Handling Policy and ensure that this has been communicated with parents/carers.
  - Parents may be experiencing behaviour at home that causes them concern, and may value a space to share their experiences and to problem-solve. They may also have developed helpful strategies that can be used in school. Consistent support across settings is likely to benefit students.
  
- d) It is important to ensure we are working collaboratively with therapists and professionals working with our students to ensure their input into planning and strategies, e.g. speech and language therapist, CAMHS.
  - It is also the staff community's responsibility to share any needed information or strategies with wider professionals (shortbreaks mentors, music tutors, work experience employers) to ensure consistency in strategies and to enable to students to succeed in self-regulating and managing their behaviour in different contexts and environments.

### **The quality of our provision**

If we are able to meet each student at the point of his/her of need and learning, it is more likely that unhelpful behaviour or behaviour that is challenging will decrease or stop. To do this we need to:

- Have communication systems in place and readily available when a student is presenting as dysregulated. This is a form of their 'voice' and should be accessible at all times but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.
- Know their sensory processing difficulties and have appropriate strategies and resources available to support the student to access sensory strategies that may allow them to de-escalate and return to a state of better regulation.
- Accurately assess and understand the student's needs by referring back to their EHCPs, minutes from Annual Reviews and other professional reports.
- Support the student to develop high levels of resilience and have high expectations of every student.
- Support students to develop high self-esteem, so that they believe that they can succeed.
- Offer frequent positive reinforcement when things are going well and discrete feedback for low level undesirable behaviours. Focus on what you want the student to do.
- Know what motivates each student and use this as positive reinforcements.
- Put in place personalised learning to ensure that we meet each student at his/her point of development and learning.
- Include the student in their target setting and evaluation process for outcomes measure.
- Give the student feedback on progress in a supportive manner that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress.
- Praise the student on their specific achievements, i.e. specific praise and do this often.
- Actively teach the students behaviour for learning.

## Organising the classroom for effective communication and behaviour

The following guidance is given to the staff community to reflect on the support our students need to learn how to self-regulate and manage their own behaviour successfully.

### 1. Class rules

Rules to support positive behaviour should be:

- Few in number
- Agreed with students
- Communicated in a way that the students can understand, including visual cues and social stories if necessary
- Stated in the positive (e.g. “Stay in your seats during the lesson” rather than “Don’t get up during the lesson”)
- Regularly referred to by the staff community
- Appropriate to the activity/lesson

### 2. Routines

Consistent school routines support our students to understand expectations, manage anxiety, mental and physically prepare themselves for their day – allowing them to learn how to self-regulate, engage with their learning and manage their behaviours positively. This must be explicitly taught – we do not assume they know them.

The staff community should, however, also reflect on how they support students to adapt to changes to routines and how they prepare them for change, as this is an important life skill. Changes to routines should be practised using appropriate visual resources if necessary, to allow our students to learn that changes can be managed in a positive manner.

### 3. Positive Reward systems

- Smiley face on the board
- Earning dojo points to achieve Bronze, Silver, Gold and Platinum merit badges. Top dojo earners are celebrated in weekly assemblies.
- Star of the week certificates, issued in weekly assemblies
- End of term reward trips

### 4. Selecting self-regulating strategies

As we know our students individually, the Courtyard offers support resources that are **proactive** rather than **reactive** to help the students to self-regulate e.g.

- Accessing the sensory room
- Accessing the Pastoral learning room
- Talking to an adult
- A cool drink
- Going for a walk
- Time alone
- Listening to music



## **Communication and social interaction difficulties**

Most of our students need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) that will lead to effective self-regulation skills that enable them to positively manage their behaviour throughout their school day. Behaviour that challenges is often the result of a breakdown in communication.

The staff community need to have strategies in place to support students to express how they are feeling and how we can meet their needs proactively. The staff community need to consider the following and how it can impact on our students' ability to regulate and manage behaviour positively:

- Communication devices and strategies should work both ways; to give instructions but to also allow our students to have a voice, make choices and express their needs
- Our students often need time to process information
- Some of our students have difficulty with verbal and non-verbal communication (body language) such as:
  - Difficulties in understanding facial expression and tone of voice
  - Difficulty with understanding, or consistently remembering social rules and conventions.
  - Difficulty in understanding their own emotions and how to tell an adult what they are feeling
  - Difficulty in understanding other people's emotions
  - Difficulty predicting what will/could happen next – this can cause anxiety
  - Lack of awareness of danger
  - Needs to be prepared for changes and transitions
  - Difficulty in coping in new or unfamiliar situations
  - Difficulty with managing social expectations and/or interactions with peers including friendships and bullying

The staff community should practice dual coding and use visual resources and other communication systems as:

- Visuals are permanent – spoken words disappear
- Visuals allow time for language processing
- Visuals prepare students for transitions allowing them to feel less anxious and self-regulate better.
- Visuals help build independence, confidence and self-esteem
- Visuals are transferable between environments and people, .e.g. between home and school, or when going on trips or visits off-site
- Visuals are helpful when students have become dysregulated as they replace verbal communication and social interaction which in time of distress can hinder de-escalation
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour

## **Sensory processing needs**

Sensory processing difficulties can impact on our students' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. The staff community should ensure that they:

- Organise the environment clearly, with visual cues and signposts (written information, symbols, etc). Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010)
- Speak clearly, slowly and calmly, and give students time to respond
- Embed sensory diets and movement breaks into students' daily class routine if necessary
- Teach students to recognise when they are becoming dysregulated (label emotions and feelings) so they are able to learn to ask for a break or an appropriate self-regulatory strategy to support them in self-regulating better
- Take social demands of working with other students into consideration

## **Understanding self-injurious behaviour**

Self-injurious behaviour is when a student physically harms themselves. It's sometimes called self-harm. This might be head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, face or head slapping, skin picking, scratching or pinching, forceful head shaking, or anything else that causes them harm. The student may not have other way of telling us their needs, wants and feelings. Some students who can use verbal language when they feel calm are not able to communicate in this way when they are distressed, which can sometimes be surprising to the adults supporting them. When self-injurious behaviour happens, the staff community should work together with the student, their parents/carers and other professionals to try to find ways to prevent or replace this behaviour:

- Respond quickly and consistently when a student self-injures. Requiring social attention is a need that must be understood, and a student must be in desperate need for attention to resort to harming themselves.
- Keep responses low key: limit verbal comments, facial expressions and other displays of emotions. Try to speak calmly and clearly, in a neutral and steady tone of voice
- Reduce demands: the student may be finding a task too difficult or overwhelming
- Remove physical and sensory discomforts – consider their sensory processing difficulties
- Redirect: tell them what they need to do instead of the self-injurious behaviour
- Provide light physical guidance: If the student is having difficulty stopping the behaviour, provide light physical guidance, e.g. gently guide their hand away from their head, using as little force as possible. Immediately try to redirect their attention to another activity and be prepared to provide physical guidance again. This approach must be used with extreme caution as it may escalate the behaviour.
- Consider physical restraint: If there is a risk of serious harm, the staff community will work together, following the TeamTeach/Norfolk Steps approach (See Positive Handling Policy), to use physical restraint such as arm restraints. Physical restraint is very restrictive and should always be used under the guidance of training to ensure the technique is used safely and appropriately. Physical restraint does not address the cause of the behaviour, so it must never be used in isolation without teaching the student new skills which address the reason for the behaviour.
- A risk assessment will be carried out and written up following an incident of self-harm and a management plan drawn up with collaboration from parents/carers and any mental health professionals involved.

## **The language of choice**

This is part of helping our students to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and recognise the appropriate consequences of their actions.

Taking into consideration the needs of our students, a Levels Ladder has been created, led by the thoughts and opinions of the students. The **Levels Ladder** (Appendix D) documents behaviour that the students find distracting/distressing and that has an impact on their ability to learn, their ability to manage sensory overload and their ability to self-regulate. The students collectively agreed on appropriate consequences for sets of behaviours that would act as a signal that inappropriate behaviour had taken place, or consequences that could help guide them in the future.

## Reparation

Reparation means repairing relationships, or 'making good' in some way.

The Courtyard believes that our students should always be given the opportunity to repair, and that they want to do this. Reparation is an important part of self-regulation and teaching social skills to our students.

Where developmentally appropriate, we support students to take responsibility for what they have done and to repair it with the other person(s) involve/affected.

Even students with complex difficulties can be supported to repair, this will look different for each student. We can't make assumptions about what students feel. Unresolved difficulties can make students very anxious and this can cause behaviour to escalate or become habitual.

## Bullying (including Cyberbullying)

- We do not tolerate bullying
- Bullying should **never** be ignored
- **All** instances of bullying must be recorded on Student CPoms and the Pastoral Team should be informed
- Parents and carers should be informed by the relevant member of staff via telephone or in a face-to-face meeting
- Every instance needs to be addressed, with each student involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
- Students need to be supported to develop an age-appropriate level of e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying
- The Courtyard will provide opportunities for parents/carers to learn about e-safety and how they can implement and manage this at home.

Further guidance is available in the Courtyard's **Anti-Bullying Policy** which is available on the school website or by request form the school office.

## Discriminatory Language/Incidents

- Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are **not acceptable** at the Courtyard.

- They should be dealt with in line with this policy with further advice and a coordinated response from the Senior Leadership Team.
- They **must** be recorded appropriately on the Student CPoms, including all follow-up action.
- Some students use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach students how to be respectful to each other.
- Depending on the nature of the incident, a Prevent referral might need to be made to Children's Services Contact Team (CSCT), who may feel that a 'Channel Panel' referral will be necessary. Our experience of such referrals are that our students' needs are considered and both students and parents have been supported appropriately and positively to understand our students' vulnerability to radicalisation in any form.

Further guidance is available in the Courtyard's **Equalities Act and Statement Objective** which is available on the school website or by request from the school office.

### **Use of mobile phones in school**

Students are requested to hand their phones into the office when they arrive at school. If a student is seen with their phone onsite during school hours, they will be asked to hand it in to the office and their behaviour will be noted in accordance with our Behaviour Levels Ladder.

Mobile phones, and in particular the new generation of smartphones, such as the iPhone, now include many additional functions such as the integrated camera, video recording capability, instant messaging, mobile office applications and mobile access to the internet. These allow immediate access to email, searching for information on the internet and access to social networking sites e.g. Facebook, Twitter, Instagram and Snapchat. When used creatively and responsibly, the smartphone has great potential to support a student's learning experiences. However, the consequences of misuse can be serious.

The Courtyard recognises and accepts that parents/carers give their children mobile phones to protect them from everyday risks involving personal security and safety. Many students travel alone on public transport, commute long distances to school and/or take part in extra-curricular activities outside of normal school hours. It is also acknowledged that, for many young people, the ownership of a mobile phone is considered to be a necessary and vital part of their social life.

**If a student refuses to hand in their mobile phone, this will count as a Level 3 action and they will be sent home to discuss with their parents the importance of school rules to keep all students safe.**

If parents have concerns regarding their child's mobile phone use, this should be shared with Senior Leadership Team.

### **Restraint**

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a student does not cause injury either to him/herself, a member of staff, another student, or significant property damage.

- Restraint should only be used as a last resort once all other options have been exhausted. Any form of restraint should be used only when Reasonable, Proportionate and Absolutely Necessary.
- Restraint should **only** be used if the student is putting himself/herself or others in danger and where failure to intervene would constitute neglect.
- If used, it must be recorded in the Courtyard's incident recording system – Student CPoms.
- An **Individual Risk Assessment and Positive Behaviour Support Plan** will need to be carried out in line with guidance from the Courtyard's Positive Handling Policy. Consult this policy for further information about restraint.

### **Restricting Liberties**

At the Courtyard, students will **never** be:

- Locked in a room alone, without support and supervision
- Deprived of food/drink
- Denied access to a toilet

In exceptional circumstances, a student may be secluded in a safe space to reduce overall risk to him/herself or others. There must always be at least two adults present and a senior member of staff must be notified immediately.

If a student is secluded, the incident must be fully recorded, and it must be shared with parents/carers, notified to the Local Authority and Social Care if necessary. A multi-agency planning and strategy meeting must be arranged at the earliest opportunity following an incident of seclusion. The student's Student Passport must be updated to reflect the exceptional use of seclusion.

Any incidents of seclusion must also be shared with appropriate members of the governing body.

This policy works alongside the Courtyard's Anti-Bullying policy to support, educate and protect.

### **Monitoring**

The Courtyard needs consistent behaviour management throughout the school, appropriately adapted to the ability of the student; this is partly achieved via monitoring and reflection. All instances of behaviour that challenges should be recorded on Student CPoms.

The Deputy: SEN/Safeguarding informs all staff regularly about students who are experiencing SEMH difficulties that may put them at risk of challenging behaviour. There is a weekly Pastoral bulletin that highlights:

- KS4 students on a Learning agreement
- KS5 students on a report card
- Students on a support plan
- Students on a specialised timetable
- Students experiencing SEMH difficulties
- Students on a 1 day isolation
- Students on a break/isolation
- Students who have had a suspension
- Students on medical plans
- New students who are starting transition

## **Exclusions**

### **Suspensions**

The Courtyard does not believe that suspensions are the most effective way to support students with SEND, and we will always try to adapt and personalise provision for all of our students in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a student for a fixed time suspension or permanent exclusion and this would always be considered very carefully, in line with the student's Student Passports, Zones of Regulation and the Levels Ladder.

Exceptional circumstances include, but are not limited to incidents:

- where the safety of the student, other students or staff is seriously compromised.
- of knife crime or the deliberate use of weapons in school
- of sexual violence
- of significant deliberate damage to property
- of frequent acts of defiance against the behaviour for learning policy and the guidance of the staff community.

Decisions to exclude students are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide an opportunity for the school team to create a plan to allow the student to return to school safely.


### **Permanent exclusions**

It is extremely rare for us to permanently exclude a student at the Courtyard.

In the event that the Courtyard is not able to meet the needs of an individual student, we will **always aim** to work with the student's family and the Local Authority to identify a suitable alternative placement for a managed move.

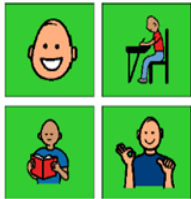
All exclusions will always be reported to the Governing Body, the Local Authority and, where appropriate, the allocated social worker.

## **Appendix A – Student Passport**

		<b>Pupil Passport</b>	 St Mary Magdalene Academy <b>The Courtyard</b>	
D.O.B. Year			<b>STATEMENT OF NEED</b> Key worker:	Date of Update:
Interventions/Support •			I would like you to know that: This means that: •	Signs of anxiety: • Strategies to reduce anxiety: •
How the student communicates: Verbal and Written communication				
Targets for upcoming year •		Strategies •		
It would help me if you could: •		I will help myself by: •		
<b>Additional support:</b> <ul style="list-style-type: none"> <li>• Speech &amp; Language Therapist to work in class with teachers.</li> <li>• Personal and social development curriculum at The Courtyard</li> <li>• 1:1 TA support in lessons as required</li> </ul>		Data and Attainment Information:		

**Appendix B – Example Zones of Regulation**

## Zones of Regulation

			
<p style="text-align: center;"><b><u>Blue zone</u></b> Fed Up Tired Don't Care Upset</p>	<p style="text-align: center;"><b><u>Green Zone</u></b> Relaxed Calm Okay Chilled Out Happy Excited (To Learn)</p>	<p style="text-align: center;"><b><u>Yellow zone</u></b> Unhappy Sad Anxious Hungry Irritated Excited Yellow-Zone Angry</p>	<p style="text-align: center;"><b><u>Red zone</u></b> Furious 'Full' Angry Mad</p>
<p><b>I can feel like this when...</b></p>			
<p>I can feel fed up when I'm tired. When I haven't gotten any sleep. When I haven't eaten anything.</p>	<p>I feel relaxed when I'm in my own space. I can feel calm whenever. I can feel ready to work if I have had enough sleep and if I have eaten or drunk something.</p>	<p>I can feel unhappy if people keep annoying me I can feel irritated whenever. I can feel 'Yellow-Zone' angry but sometimes don't know how I got here. This makes me move into red-zone, or 'full' angry. I'm in Assembly.</p>	<p>I can feel 'Full' angry when people say anything bad about my great-grandad. My mind just turns off and I won't respond or process any information.</p>
<div style="text-align: center;">  </div> <p>Going for a walk can help me get back into the Green Zone.</p>	<div style="text-align: center;">  </div> <p>I can stay in the Green-Zone if I eat enough food and drink enough water. Sometimes I use my phone to help me to get back into the Green-Zone.</p>	<div style="text-align: center;">  </div> <p>Take myself outside and try to breathe. I don't know how to get myself back to Green-Zone but I can identify trusted adults to help me.</p>	<div style="text-align: center;">  </div> <p>Go to the Pastoral office and try not to talk to anyone else on the way.</p>

**Appendix C – Reward Chart**





.....' Reward Chart      Week beginning \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
At home 7:00am – 8:15am					
In school Period 1					
In school Period 2					
In school Period 3					
In school Period 4					
In school Period 5					
At home 4:00pm – 7:00pm					
At home 7:00pm - bedtime					

**To achieve my reward I must....**

### **Appendix D – Levels Ladder**

Level 1	Level 2	Level 3	Level 4	Level 5
Warning	Warning	Lunchtime detention	Lunchtime detention and phone call home	Exclusion
Teasing	Teasing	Continued swearing	Verbal abuse towards another student	Frequent refusal to follow instructions to ensure safety of themselves and others
Not following instructions	Not following instructions	3rd warning after level 1 & 2		Verbal abuse to a teacher and/or physical aggression towards anyone
Chewing gum	Swearing	Forgetting PE kit repeatedly		Frequent and intentional bullying of any form
Fizzy drinks	Play fighting in class	Refusal to complete work in lesson		
Distracting learning	Yelling			
Leaving the class without permission	Leaving the class without permission			
Invading Personal Space	Invading Personal Space			
	Lying			

- **Level 1 and Level 2 are both warnings. If a student receives a third warning in one week they move to a level 3 and will receive a lunchtime detention.**
- **If a student receives a third level 3 in one week they move to a level 4 resulting in another lunchtime detention and a phone call home.**
- **If a student receives a second level 4 in one week they move to a level 5 resulting in exclusion from school the following day.**
- **Each week starts fresh for levels 1-4, however persistent level 5 infringements over time will incur a meeting with parents, a learning agreement until behaviour improves and loss of school excursions.**

#### Appendix E – Learning Agreement

Name:






The Courtyard

Date:

**Learning agreement**

I have agreed to:

1. To take 5 minutes at the beginning of every lesson to focus
2. To use appropriate language towards staff and peers
3. To focus on learning when in class

 Period	 Subject	 Staff comment
<b>1</b> 8.40		1. .. 2. .. 3. ..
<b>2</b> 9.40		1. .. 2. .. 3. ..
 break		
<b>3</b> 11.25		1. 2. 3.
 lunch		
<b>4</b> 1.30		1. 2. 3.
<b>5</b> 2.30		1. .. 2. .. 3. ..