



St James CE Primary School

Respect & Regulation Blueprint

BEHAVIOUR – HOW WE DO IT AT ST JAMES

At St James, we have a relationship-based approach to teaching and supporting positive behaviours in school. This is underpinned by three key practices:

1. An ACE aware approach where understanding of the possibility of children's Adverse Childhood Experiences informs our responses
2. Emotion Coaching to ensure the children and staff have the language and skills to support behaviour. This is supported by using the toolkit 'Zones of Regulation'
3. Visible consistencies from all adults, every day to ensure all children understand what is expected of them

OUR CORE VALUES

RESPECT	Thankfulness	Responsibility	Forgiveness	Peace	Koinonia
	Service	Aspiration	Love	Trust	Courage

OUR SCHOOL RULES

RESPECT Ourselves	RESPECT Others	RESPECT Property
-------------------	----------------	------------------

In Early Years, this may be verbalised as, "Kind hands, kind feet, kind words"

ZONES OF REGULATION

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
-----------	------------	-------------	----------

VISIBLE CONSISTENCIES

RIP and PIP	Meet and Greet End and Send	Recognition and Positive Praise	Hands up for silence	Wonderful walking
-------------	--------------------------------	------------------------------------	-------------------------	----------------------

OUR EMOTION COACHING APPROACH TO TEACHING CHILDREN TO REGULATE

Stages of Regulation and Adult Response Steps



Trigger Need for support and response. Stage One	Escalation Need for diversion, resistance, clear limits boundaries and choices Stage Two	PEAK Loss of Self-control Stage Three	Regulating & Re-Connecting Continued support and de-escalation Stage Four	Reason Learning about behaviour response, taking responsibility Stage Five	Restore & Repair Restoring the relationship Stage Six
---	---	--	--	---	--

Emotion Coaching Step 1 - Labelling	Emotion Coaching Step 2 - Empathising	Emotion Coaching Step 3 - Limit Setting	Emotion Coaching Step 4 - Problem solving
• I wonder if you are in the red zone because I can see... • It seems you are.... • I wonder if you are feeling nervous.... • I can see that (add details of observable features) I'm wondering if you are....	• I'm sorry that happened to you, that must feel.... • That sounds (or feels) like it is a big feeling. • I would feel.... if that happened to me. • It's normal to feel.... about.... • That sounds as though it was.... • That must have been scary....	• One of our school rules is respecting ourselves so you need to stay safe by... • Remember we need to use kind hands.... • I understand you are feeling angry but we cannot... • At St James we respect each other so I need you to... • If you continue to make these choices, I will need to... (if needs positive handling)	A - Exploring together B - Sharing ideas C - Agreeing solutions EVERY BEHAVIOUR IS A COMMUNICATION AND EVERY INTERACTION HAS THE OPPORTUNITY TO BE AN INTERVENTION.
Restore and Repair		Low Level Approaches	
• Must include a discussion about Respect / school rules • Restore must include the original adult or child so they can repair the relationship and be heard. • Children returning to class must be welcomed back and given the chance to repair / apologise / tidy up • All involved need to draw a line and have a positive start to the next day / lesson.		• Before step 1 & 2, you may need to give a non-verbal signal to stop low level behaviour • Move to EC if child not responding as they may need more help • If three non-verbal signals given, verbalise a warning (using an EC approach) 3 warnings = email home, 3 emails = home comm book • Home communication books must be a positive tool for child, parent and school used alongside a Regulation Response Plans	
Regulation Response Plans are written for all children who require ongoing emotional regulation support, or a home communication book, and are shared with all adults in school. The RRP includes personalised approaches for the child following the stages of the Regulation and Adult Response profile. The RRP can include reference to Zones of Regulation (child's voice). RRP's are reviewed termly.			