

*We aim to be the school of choice for our community.  
Through living our Christian values, everyone at WCEJS has the opportunity to flourish.  
We nurture the curiosity to learn, the courage to lead and the compassion to care.*

**Building solid foundations (Matthew 7: 24-27)**



# Zones of Regulation

**Respect**

**Responsibility**

**Reflection**

**Resilience**





# Jesus in the wilderness



# Learning Behaviour



Behaviour	Level	Response
<ul style="list-style-type: none"> <li>Support the learning of others</li> <li>Prepared for lessons</li> <li>Listen carefully to instructions</li> <li>Start tasks quickly</li> <li>Share your thinking/contribute to discussions</li> <li>Stay on task/be resilient</li> </ul>	Positive Behaviour	Knowing that you have done your best, verbal praise, written praise, feedback to parent, Praise Card, House Points, Reward Time, House Point Certificate, Headteacher Award, additional privileges
<ul style="list-style-type: none"> <li>Being unprepared for lessons</li> <li>Not working to potential</li> <li>Fiddling with/misuse of kit</li> <li>Not starting tasks promptly</li> <li>Off-task</li> </ul>	1	Clarify instructions, reminder of expectations, removal of kit, restorative meeting with class teacher, informal communication with parent
<ul style="list-style-type: none"> <li>Repeated Level 1 Behaviour</li> <li>Calling out, chatting or distracting others</li> <li>Interfering with others' kit</li> <li>Disruption to Learning</li> </ul>	2	Warning given, moved to different seat, time-out, restorative meeting with teacher and year leader, restorative task, loss of privilege, parent informed, review of support, record of incident
<ul style="list-style-type: none"> <li>Repeated Level 2 Behaviour</li> <li>Refusal to obey a reasonable request from staff</li> <li>Severe disruption to learning</li> <li>Endangering health &amp; safety of self or others</li> </ul>	3	Restorative meeting with teacher and senior leader, review of support for child, parent informed, Positive Behaviour Plan or Behaviour Support Plan, removal by senior leader, internal isolation, record of incident on file
<ul style="list-style-type: none"> <li>Repeated Level 3 Behaviour</li> <li>Serious incident/disruption to the order of the school</li> </ul>	4	Review of support, Pastoral Support Plan, fixed term internal / exclusion, outside agency intervention, eg. PRU, CAMHS, managed move, permanent exclusion

# Social Behaviour



Behaviour	Level	Response
<ul style="list-style-type: none"> <li>Be respectful &amp; support others</li> <li>Be cooperative &amp; polite</li> <li>Follow instructions</li> <li>Play safely</li> <li>Discuss any problems</li> <li>Respect your environment</li> </ul>	Positive Behaviour	Knowing that you have done your best, no loss of social time, verbal praise, feedback to parent, Blue Band, House Points, Reward Time, House Point Certificate, Headteacher Award, additional privileges
<ul style="list-style-type: none"> <li>Over excited / boisterous play</li> <li>Not playing cooperatively</li> <li>Inconsiderate behaviour</li> <li>Misuse of kit</li> <li>Disrespect of environment</li> </ul>	1	Clarify rules, reminder of expectations, removal of kit, 2-5 minute time-out, short restorative meeting, restorative task completed.
<ul style="list-style-type: none"> <li>Repeated Level 1 Behaviour</li> <li>Verbal abuse of peers</li> <li>Out of bounds (on school site)</li> </ul>	2	Warning given, 10-15 minute time-out, restorative meeting, restorative task, loss of privilege, parent informed, review of support.
<ul style="list-style-type: none"> <li>Repeated Level 2 Behaviour</li> <li>Refusal to obey a reasonable request from staff,</li> <li>Verbal abuse to staff</li> <li>Physical abuse of peers</li> <li>Bullying or discriminatory behaviour</li> <li>Theft or wilful damage</li> <li>Endangering health &amp; safety of self or others.</li> </ul>	3	Removal by senior leader, parent informed, restorative meeting with teacher and senior leader, review of support for child, Positive Behaviour Card or Behaviour Support Plan, internal isolation, actions reported to outside agencies as required.
<ul style="list-style-type: none"> <li>Repeated Level 3 Behaviour</li> <li>Physical abuse of staff</li> <li>Out of bounds (off school site)</li> <li>Serious incident / disruption to the order of the school.</li> </ul>	4	Review of support, Behaviour Support Plan, fixed term internal / exclusion, outside agency intervention, eg. PRU, CAMHS, managed move, permanent exclusion.



# The **ZONES** of Regulation™

			
<b>BLUE ZONE</b>  Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b>  Happy Calm Feeling Okay Focused Relaxed	<b>YELLOW ZONE</b>  Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b>  Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

# Lent Challenges

Look through your Lent challenges. How many have you manage to achieve so far? What will be your challenge for today?

For the Easter service next Friday morning, we want a few children in each class to share the challenges they have completed for Easter – just one or two challenges each. Are you up for this challenge?

Lord Jesus

Help us to help others. When we see others in need, help us to think of their needs first. Give us strength and patience so that we can give them the support they need.

**Amen**

**Respect**

**Responsibility**

**Reflection**

**Resilience**

# Weekly Reflection

How can help others to get to green?

How can you help other children stay in the green (learning and social behaviour) or support them as they return to green (Zones of Regulation)?

**Respect**

**Responsibility**

**Reflection**

**Resilience**