Coleridge Primary School- Behaviour and SEN

Here at Coleridge, we take behaviour extremely seriously. Our behaviour policy is for all children and is focussed on positive rewards/treats when children are behaving appropriately, however, there are also consequences for inappropriate behaviour. These consequences are often the loss of rewards or privileges. Parents will be involved at all stages, as they can have a major influence on children's behaviour.

We are aware that all individuals are different and some children have particular difficulties controlling their behaviour and may need extra help with this. In situations like this, there is some flexibility in the way the policy is managed for children with special needs and/or disability.

We believe that all children can improve their behaviour, so it is encouraged by praise and rewards. Our reward system in place is, ***House Points.*** *We have linked the house name as to the core values of our school* ***Aspire, Desire, Believe and Achieve.*** The 4 Houses have all been given 3 qualities. Teachers have looked at the characteristics and placed your child in the team that best suits their qualities.

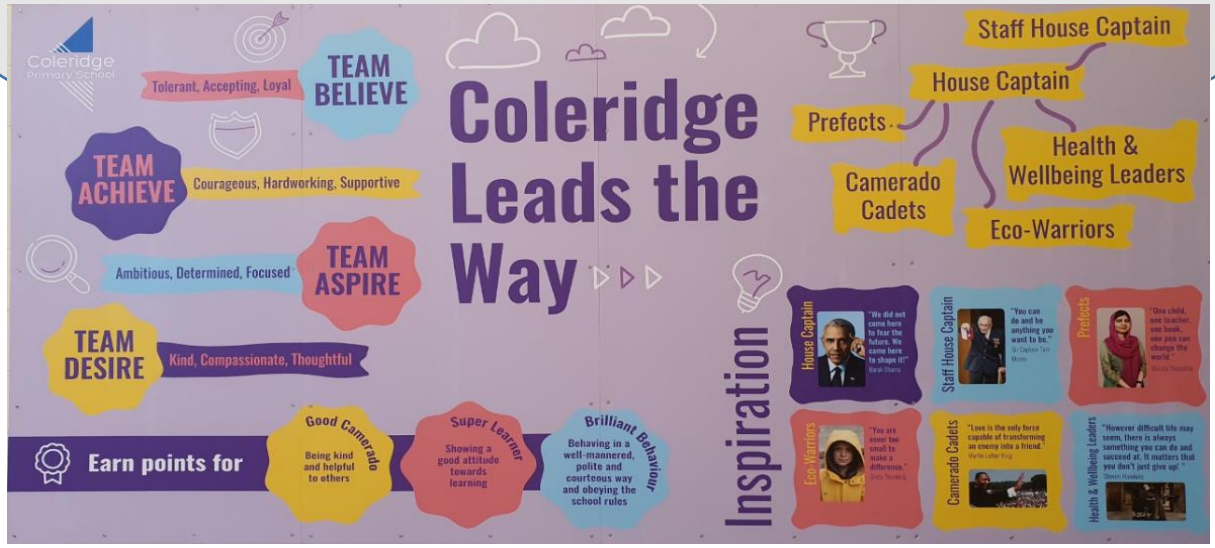
Team Aspire	Team Desire	Team Believe	Team Achieve
Ambitious, Determined, Focus	Kind, Compassionate, Thoughtful	Tolerant, Accepting, Loyal	Courageous, Hardworking, Supportive

In each team there will be a staff house captain, along with 4 pupil house captains, 7 prefects, 7 Camerado Cadets, 7 Eco-Warriors and 7 Health & Wellbeing leaders. These children will have a vital role in making changes around school and ensuring that all children feel like they are leading Coleridge School forward. We will still collect team points for good behaviour, polite manners and exceptional work and this will culminate in Friday's celebration assembly with the winning team earning a prize.

Every Friday, children are given a fun time period of 30 minutes, at the end of the day. Inappropriate behaviour, means time is reduced from the 30 minutes. However, some individual children may need to receive more warnings than others before consequences are applied.

Additional support for behaviour is available from the school's Learning Mentor team where needed.

If you want to talk to someone about your child's behaviour, see their class teacher, Head teacher or the SENCO (S Ahmed).



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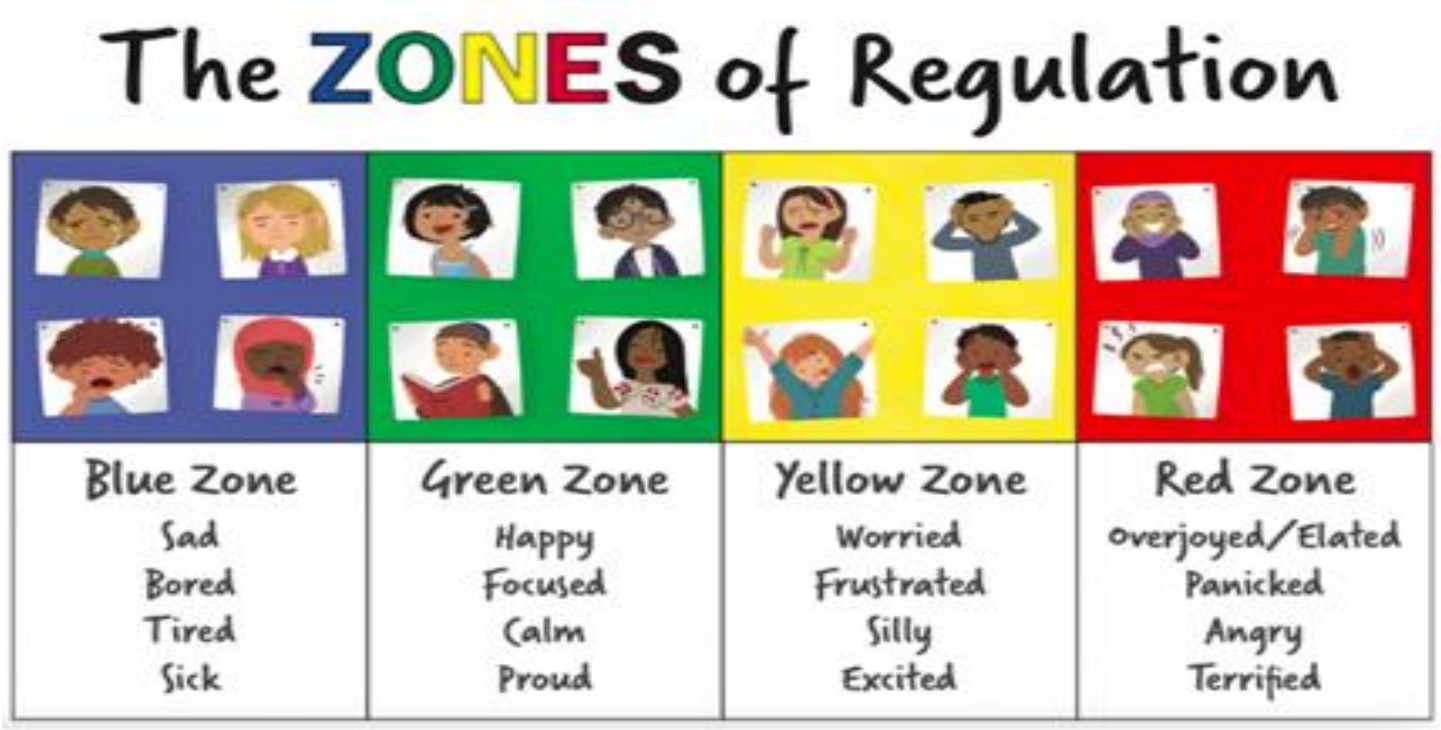

The Zones of Regulation is something new we have introduced in our school. Regulation is something everyone continually works on whether we are aware of it. We all encounter trying circumstances that test our limits from time to time. If we can recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation (or Zones for short)." –

As you can see in the above picture, there are 4 Zones, our role as a school is to make sure our children always/ majority of the time in the 'Green Zones' where they are feeling engaged, calm and happy. To do this, every class has a system in place, where the child will place themselves in a Zone for the adult to see. If a child is in any other Zone besides the Green, then the staff around the child, will make sure they understand why and help them get back to the Zone they need to be.

This could be through varies strategies, such as bonding through play, restorative practice and sensory circuit etc.

If you would like to use these Zones at home, please free to ask and we can get the resources ready for you, to implement at home with your children.