Rye Community Primary School

Positive Behaviour and Relationships Policy

2025-26

Date adopted	Autumn 1 2025	**Next review due**	Autumn 1 2026
Review period	Annual	**Status**	Statutory
Review by	Headteacher	**AAC review by**	November 2025

Related Policies

- Child Protection policy
- Special Educational Needs policy
- Anti-bullying policy
- Online Safety policy.

Our Aims

At Rye Community Primary School, we believe children should lead safe, happy lives that result in them learning, displaying and taking full responsibility for positive behaviours. Therefore, as a school, we feel it is important to promote a caring and supportive environment that enables all members of our school community, to feel secure and respected and therefore encourage good behaviour in others. To promote good behaviour throughout the school, pupils and staff should have a clear and consistent understanding of what is expected of them. Rye Community Primary School believes that to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. All children will at some point make poor choices, but it is our intention that through this policy our children will be provided with clear guidelines on our behavioural expectations, as well as confidence in knowing that through their mistakes, they can learn to make better decisions for themselves in the future.

At Rye Community Primary School pupils will be encouraged to develop self-discipline and to accept responsibility for their own actions, this is developed through our restorative approaches and the use of our Golden thread of choice. We endeavour to create the conditions for an orderly and calm community, in which effective learning for all can take place; where there is mutual respect for all members of our community and our environment. The school will not accept any behaviour of discriminatory nature, by any member of the school community, whether child or adult.

The development of personal qualities, interpersonal skills and the fostering of socially acceptable behaviour is an integral part of our whole school curriculum, and these are continually promoted through our shared school values and our PSHE curriculum.

Strategic Intent: Behaviour as Communication

Our strategic intent is grounded in the understanding that behaviour is never random – it is a form of communication. Observable actions often represent only the 'tip of the iceberg,' while the deeper drivers such as emotions, unmet needs, past experiences, and environmental factors remain hidden beneath the surface. By adopting the iceberg metaphor, we commit to looking beyond what is immediately visible and engaging with curiosity and empathy to uncover these underlying influences. This approach enables us to respond thoughtfully rather than reactively, fostering trust, reducing conflict, and creating conditions where individuals feel understood and supported. In doing so, we align our practices with a culture that values insight, compassion, and proactive problem-solving.

Trauma and Neurodiversity

At Rye Community Primary school, we are committed to fostering a safe, inclusive, and nurturing environment where all children feel valued and understood. We recognise that children's behaviour is a form of communication and that experiences of trauma can significantly impact a child's ability to regulate emotions, form relationships, and engage in learning. Our approach is grounded in trauma-informed principles, which prioritise empathy, predictability, and connection. Staff are trained to respond to behaviour with curiosity and compassion, seeking to understand the underlying needs rather than focusing solely on the behaviour itself.

We also acknowledge and celebrate neurodiversity within our school community. We understand that children with neurodevelopmental differences may experience challenges with emotional regulation, sensory processing, and executive functioning, which can affect their readiness to learn and participate. Our behaviour and relationships policy reflects a flexible, personalised approach that supports each child's unique profile. Through consistent routines, visual supports, co-regulation strategies, and strong partnerships with families, we aim to create an environment where every child can thrive socially, emotionally, and academically.

A Positive Behaviour System

At Rye Community Primary School, we use 'Good to be Green' for all pupils. Children to start the day on Green and this will be on display all the time that they are showing positive behaviours and demonstrating the Rye Primary values. However, if behaviour is not following these values, then we will

use the Reflection Step system that will allow the children time to refocus their behaviours into positive actions.

Reflection Steps

	Inside	Outside
1	**Quiet reminder** – 1:1 by the adult – subtle	**Reminder -** what's a good choice and a poor choice
2	**Verbal warning -** The teacher will remind the child about choices being made *"I can see you're being chatty and you're in the Yellow zone. Let's see how we can get you back to the Green Zone."*	**Verbal warning** - The adult will remind the child about choices being made
3	Refer Child to the Zones of Regulation Toolkit – 5-minute timer	Walk around with an adult for 5 minutes discussing choices made.
4	5–10-minute Reflection Time out of class in a safe/known space.	Child sent to Reflection Area (outside SLT) * **Children behaviour needs to be recorded by the adult dealing with the incident on Arbor.*
5	Go to your partner classroom - complete your work quietly. An appropriate age/stage consequence is decided with the child.	
6	Taken to SLT with work to complete and restorative conversation SLT to decide if missing some of break/lunchtime is required. Parents will be contacted.	

- Pupils will start the day on 'Good to be Green'; if their card has remained green for the day, they receive 2 Class Dojo points. If a child reaches silver, they get 5 Class Dojos and if they are on gold, they are part of a weekly prize draw and 10 Class Dojos.
- Class Dojo's will be reset to 0 at the start of each new week so that all children start again at the same place.

The Zones of Regulation

The Zones of Regulation is a whole-school strategy, which enables children to be able to identify their own emotions, whilst supporting them with strategies to self-regulate. These include use of language /

application of colours to feelings / considering their response to these feelings and calming and regulating activities. It is delivered through regular whole-class teaching sessions, as well as through more bespoke interventions - in response to individual need. This approach helps children to:

- understand themselves better
- rationalise their worries and/or concerns
- learn to co-regulate, through adult modelling techniques and strategies and consequently,
- become better able to manage their own emotions independently – self-regulation

Promoting Positive Behaviour

As well as British values, all the pupils of our school are expected to adhere to the following values:

- I RESPECT

Independence, Resilience, Effort, Smart, Partnership, Equality, Caring and Compassionate, Truthful

Class Dojos are also linked to Core Values.

Our emphasis is to reinforce our school values to promote positive, social behaviour. We believe the ideal rewards are the intrinsic rewards offered by good relationships, a stimulating and engaging curriculum and positive role models.
We wish to ensure that each child can experience success.

How do we consistently promote positive behaviour?

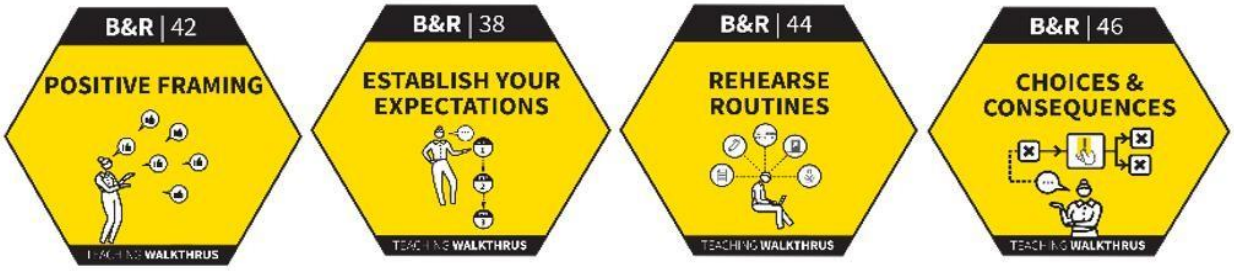
- **Non-verbal praise:** This includes: a smile, thumbs up, applause.
- **Verbal praise:** This is an important factor in creating a positive atmosphere which will promote good behaviour. The use of clear, verbal feedback is important to help the child identify which action has been completed and why it has been positive.
- **House points:** Each child from Pre-school to Year 6 is a member of one of four house teams and points are accrued throughout the term. The house with the most points at the end of each term will receive a reward. Each house has two house captains chosen from Year 6. House points can be given by any member of the school staff for any good work or behaviour.

- **Sharing success:** In recognition of a particular task or behaviour, children may share their success with others: the class; the neighbouring class or teacher; an adult chosen by the child; a member of SLT or the wider community via our newsletter.
- **The Golden Trophy** is awarded at the end of each half week for a demonstration for range of positive behavioural attributes.
- **British Values** our focus on preparing children to function as cultural capital citizens.
- **Celebration Assemblies** take place on a Monday and a Friday. Children from each class are identified weekly as an 'I RESPECT' achiever who has achieved particular success or demonstrated positive attitudes or behaviour. The children are awarded with a certificate.
- **Stickers and Certificates**

Staff Training in Developing Positive Behaviour

The staff use selected techniques from the Tom Sherrington Walkthrus strategies that that there is a clear, consistent approach to support behaviour choices.

The following Walkthrus are a key focus for all staff throughout the year:



Positive Framing

- A technique for establishing and maintaining high expectations through the use of positive reinforcement, encouragement and affirmative language.
- Instead of negative moaning or challenges that might be interpreted as personal criticism or arbitrary and unjust, teachers frame corrective directions through a positive frame.

Establish Your Expectations

- "You establish what you establish." Bill Rogers.
- If you tolerate low standards, you have established that this is the norm so this is what you will get.

- If you establish that you will take action, students learn to function with your higher expectations.
- Whatever you establish becomes the norm; “What you permit, you promote”.

Rehearse Routines

- Routines are the bedrock of a positive behaviour management system.
- If everyone knows what to do and what happens in various situations, then it allows the focus to be on learning.
- Establish them and rehearse them so that they are known, understood and enacted consistently.

Choices and Consequences

- In most settings, there will be a set of rules and agreed consequences for various levels of inappropriate behaviour.
- Regardless of how strict a behaviour system might be, the teacher in the classroom has to use the system effectively to secure excellent behaviour.
- Place the emphasis on students making the right choices in full knowledge of the consequences of the choices they make.

Discouraging unacceptable behaviour

It is important to remember, before we resort to our consequences, that we ensure a child who has made poor behaviour choices, is given the opportunity to make amends. The process should include understanding what went wrong, the feelings of others, feeling sorry, problem solving to put things right and learning for the future.

At all times, it is important to target the behaviour and the impact this has had, and not the child.

If the child’s behaviour is seriously disrupting the learning of other children, or threatening their safety (e.g., fighting or throwing with the intent of hurting another child or adult) then SLT will be sent for immediately.

In general, most inappropriate behaviour will be dealt with by class teachers. In more extreme cases, senior leaders and the Headteacher will become involved. It may be necessary to refer to the SENDCo and outside agencies may be consulted. Being asked to leave the classroom is not always a punishment but may provide some 'cooling down time'. Children should be sent to an agreed space just outside the classroom where they will reflect upon their behaviour and complete unfinished work.
Where children find interaction in the playground too difficult, they may be offered Reflection Time with a member of SLT, providing a restorative conversation and a discussion using The Zones of Regulation Toolkit. Procedures are to be followed for children with extreme behavioural difficulties who need to be removed from the classroom or who run from school (see Appendix 2).

The outcome of any case deemed extreme, may be that a child may be suspended or permanently excluded, depending on the severity. Some behaviour/s may be so serious, that a senior member of staff/ parents is immediately involved. For serious incidents/persistent misbehaviour, referral to the SLT and involvement of the SENDCo and other outside agencies.

For behaviours such as:

- bullying
- defiance/ use of bad language
- assaulting another pupil
- damaging school or others' property
- assaulting a member of staff - verbal or physical
- leaving or attempting to leave the school grounds without permission
- behaviour which causes an accident/ Health and Safety issue
- spitting at an adult or child

Where an incident has not been witnessed by an adult, children are asked to explain what has happened from their own perspective; this sometimes may be through a written account. This enables staff to take appropriate action. At this stage, the parents will be contacted, as a suspension or permanent exclusion may be necessary. Children may be excluded from planned visits, due to their behaviour. The

Headteacher may decide upon an internal exclusion, whereby the child works away from their own class for a day.

Positive Behaviour Plans

In certain circumstances pupils may need additional support to ensure behaviour is appropriate. For these pupils, a Behaviour Plan will be developed. It will be formed in consultation with the class teacher, pupil, SENDCo, Head teacher and the Parent/Guardian of the pupil. A review date will be built in to the plan. When necessary, external agencies e.g., Educational Psychologists, Behavioural Support Staff, may be involved in developing Positive Handling Plans.

Positive Handling

The staff of Rye Community Primary School will follow the guidelines set out below. Following the issue of guidance from the DFE on the "Use of reasonable force and other restrictive interventions in schools." Feb '25. Positive Handling is only used as a last resort.
These are:

- Where a pupil's behaviour is at risk of causing injury to him/herself
- Where a pupil's behaviour is likely to cause injury to others (adults or children)
- Where a pupil's behaviour is likely to cause serious risk of damage to property

If the use of Positive Handling is necessary, it will only be carried out by a member of staff who has attended appropriate Positive Handling training, unless in an emergency. Parents will be notified as soon as possible after the event. Each incident will be logged on My Concern. Senior members of staff will always check on staff and pupils involved in a Positive Handling incident, to check that they are safe and well, both mentally, emotionally and physically before they continue with their day.

Racist Incidents

Racist incidents will not be tolerated and will be treated on a par with physical assault. This may also require further intervention. Consequences and actions by the school will be proportionate with the

perpetrator's age and level of cognitive understanding. Substantiated cases of racism will be reported as is our statutory duty.

Homophobic Incidents

Homophobia will not be tolerated and will be treated on a par with physical assault. Consequences and actions by the school will be proportionate with the perpetrator's age and level of cognitive understanding.

Child on Child Abuse

Our staff recognise that children are capable of abusing their peers. This is generally referred to as Child-on-Child abuse and can take many forms. This can include (but is not limited to):

- bullying /cyber bullying *(bullying is intentional and persistent, unkind behaviours towards another)* including: sexual violence/harassment; physical/verbal abuse such as hitting, kicking, shaking, biting, hair pulling, name calling, shaming or otherwise causing psychological harm; sexting and initiating/hazing type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Any Child-on-Child abuse is unacceptable and will be taken seriously.

All Child on Child/ racist/ sexual harassment/ homophobic/ bullying incidents are reported to the Trust

Suspensions and Permanent Exclusions

Our arrangements are conducted in full accordance with the Equality Act 2010.

In the most extreme situations this sanction could be a suspension or permanent exclusion. This will follow the statutory guidance for those with legal responsibilities in relation to suspension and permanent exclusion (2017). This document can be found here: https: / / www.gov.uk/government/publications/school-exclusion and there will be a copy in the school office.

After a suspension there will always be a re-integration meeting with the child, parent, a member of SLT and wherever possible the class teacher. If applicable an Individual Behaviour Plan may be drafted and will be presented to the parents / carers, with the aim of preventing further suspension. The meeting is

intended to be a positive discussion, with everyone working together to create the best chance of success moving forward.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Where a school has concerns about the behaviour, or risk of suspension or permanent exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

The behaviour of a pupil outside school can be considered grounds for a suspension or permanent exclusion.

Anti-Bullying

Bullying is behaviour that is deliberate, repeated and targeted. Bullying behaviour is not tolerated at our school. Our approach for dealing with this behaviour involves an initial discussion with the victim and perpetrator/s and with parents if appropriate. We use a problem-solving approach, where pupils can be involved in finding solutions. Consequences and actions by the school will be proportionate with the perpetrator's age and level of cognitive understanding. Any bullying occurring out of school will also be investigated in accordance with government recommendations.

Roles and Responsibilities of All Stakeholders

Pupils' responsibilities are to:

- Make a positive contribution to class discussions and written work
- To complete homework to the best of their ability

- Respect everyone in our community
- Care for their own and other people' s property and ensure that they have the correct equipment and resources in school ready to learn
- Respect our school learning environment both in and out of the classroom
- Make every effort to attend school regularly, on time and suitably dressed in correct uniform
- Show self-discipline to enable themselves and other pupils to fulfil their potential, at all times
- Refrain from swearing or using any inappropriate language or violence

Parents' responsibilities are to:

- Ensure that their child attends school punctually every day; ensuring that they come to school correctly equipped
- Be aware of our school's expectations and our golden thread
- Support our school in the implementation of this policy
- Respond promptly to all school communications
- Foster their child 's awareness of appropriate behaviour
- Encourage self-discipline
- Participate in school meetings to support our values
- Provide the correct uniform for their children
- Support children with any homework activities

Staff responsibilities are to:

- Plan and prepare effective lessons for every pupil
- Create an atmosphere for positive learning
- Be fair to all pupils by recognising that each is an individual with their own specific needs
- Promote self-esteem, confidence and potential
- Provide adaptive, aspirational teaching that meets the needs of the learners.
- Maintain day-to-day discipline and behaviour
- Use rewards and consequences consistently, both within each class and across the school

The School Leadership Team's responsibilities are to:

- Determine the standards of behaviour that are acceptable
- Ensure that the ethos of this policy is shared and communicated with all stakeholders

- Ensure that the policy is consistently applied across the whole school by all stakeholders

The AAC will:

- During visits to school, note the implementation of the policy
- Form a Disciplinary Committee to review any appeals regarding suspensions and permanent exclusions
- Provide representatives for any independent appeal committee against suspensions and permanent exclusions
- Monitor, evaluate and review the policy annually

Behaviour Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within our school premises, we reserve the right to follow up on incidents beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- on-line activity out of school hours
- wearing school uniform
- posing a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the Headteacher may notify the parents of any actions taken. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Monitoring and Evaluation

The Headteacher, Senior Leadership Team (SLT) and AAC will keep this policy and our procedures for promoting positive behaviour under review and will amend or change them in light of any feedback, through on-going monitoring and evaluation. Staff will attend training where appropriate in order to support the implementation of this policy.

Conclusion

At Rye Community Primary School our priority is to enable all children to achieve and learn, so that they can be the best that they can be. We believe that all children should be able to learn in an atmosphere which is both caring and protective. Parents are informed of this policy when their child/ children join our school. By choosing to send their child / children to this school, parents agree to support us in this policy and commit to our Home/School agreement (Appendix 3).

The Positive Behaviour and Relationships Policy has been written in order that we can manage the behaviour in our school in the best possible way and for the good of all who work at Rye Primary, whether staff, pupils or volunteers. If it is to be effective, everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply.

Equal opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, nonjudgmental way.

Appendix 1

Examples of zones conversations

- **Identifying your emotions** by categorising feelings into four zones (more on this below)
- **Self-regulation:** Achieving the preferred state of alertness (zone) for a situation. This is all about regulating your body and emotional regulation.
- **Identifying triggers**: Learning what makes you "tick" and why
- **Coping strategies:** Various techniques and strategies that help achieve emotional regulation and manage strong emotions
- **Size of the problem:** Introduces the idea that the size of your reaction should match the size of your problem, how to identify the size of your problem, and strategies for problem-solving.
- **Expected behaviour vs unexpected behaviour:** This also covers perspective taking and how *your* behaviour affects the thoughts and feelings of the people around you

Behaviour Type	Natural consequence	Conversation/Intervention
Red Zone: Aggression due to anxiety (Yelling, hitting, angry)	Social Isolation	Distraction if possible. Ensure basic needs are met. *When you get angry it makes others feel worried that they are in danger.* *We can help you to feel less angry.* (Volcano in my tummy)

Red Zone: Running out of class. Refusal	Avoidance of task or situation leading to falling behind in learning.	Distraction if possible. Ensure basic needs are met. *I think you might be in the red zone because you ran out, but I need to make sure you are safe. Let's solve the problem together.* (Safe Space created)
Yellow Zone: Physically restless/silly behaviour during carpet time. Hyper-vigilant. Extra-sensitive.	Reduced learning focus and progress. Reduced resilience to challenge and change. May require coregulation.	Ensure basic needs are met. Ensure movement and sensory needs have been met. *I can see you are finding it difficult to sit on the carpet. It is stopping other children from concentrating. Are you uncomfortable/feeling restless?* (Rest break/wiggle cushion)
Blue Zone: Not focused in class (Sad, tired, bored, daydreaming)	Missed learning opportunities. Lowered self-esteem. Withdrawal from social opportunities.	Ensure basic needs are met. Take to a calm/safe space to talk. *I can see that you are struggling to concentrate. Is there something that I/you/we can do to help?* (Snack or drink/movement break)
Green Zone: Focussed and on task. Calm and relaxed.	Learning opportunities maximised. Resilient to challenge and change. Able to self-regulate. Able to articulate thoughts and feelings.	Praise effort, rather than attainment. *I can see that you are really focussed and on task – well done!*


BLUE ZONE
sad
tired
sick
bored
GREEN ZONE
happy
calm
feeling ok
ready to learn
YELLOW ZONE
frustrated
worried
silly
excited
RED ZONE
angry
terrified
yelling
hitting
I can try...
stretch
I can try...
drink water
I can try...
deep breaths
I can try...
take a break

APPENDIX 2 - Pupils who run from school

When a child runs from the classroom:

1. When a child leaves the classroom without the permission of the Class Teacher, a TA/1:1 should go with the child, ensuring they are safe and giving them time to calm down. A conversation will take place with the child about any possible 'trigger' after the calming down process.
2. Children who regularly leave the classroom have a designated safe space, which is known to their supervising adult.
3. If the child continues to leave the class without permission, then the child is given a choice of either returning to the classroom or working in a safe place, a phone call will be made to the parent, this will be counted as an internal exclusion.

When a child leaves the school site:

1. A member of staff informs the Headteacher or SLT that a child has definitely left the school site. At least two members of staff will follow the child.
2. A short initial investigation will be made by the Headteacher or SLT as to the whereabouts of the child in the very local vicinity.
3. If contact is made with the child within 10 minutes, then 'choices' are given, as appropriate, and parents are advised of the situation.
4. If no contact can be made with the child within 10 minutes, then a telephone call will be made to the Police and Parents, by the school office, informing them of the approximate time and direction that the child left the site and the current situation.
5. If the Police have been informed and the child subsequently returns to School, the School office will contact the relevant Police Office, and the appropriate reference number will be given with full details.
6. A full investigation, including a discussion with the child, into the incident will be carried out and parents advised of the outcome. Relevant details of the incident will be recorded in the child's file on CPOMs.

Appendix 3: Our Home/School Agreement

This agreement is intended to outline the principles of a partnership between the school, children and parents.

The school will:

- provide a broad, balanced, enriching, irresistible curriculum, including a wealth of exciting extracurricular opportunities;
- help your child to realise and aspire to achieve his or her potential as a valued and responsible member of our school and global community;
- encourage children to take care of themselves, their environment and other people;
- endeavour to create an environment in which all members of the school community feel safe, secure and valued;
- inform parents of their child's progress through annual school reports and parents' evenings;
- publish a curriculum map at the beginning of each term explaining the term's learning;
- inform parents of any concerns that affect their child's work or behaviour and monitor any persistent difficulties;
- make sure that we are available, by prior appointment, to meet with parents, listen, with courtesy and respect, to your concerns and try to resolve them as swiftly as possible for the benefit of your child;
- set and monitor homework appropriate to their child's educational needs;
- Keep parents informed about school activities through regular letters home;
- Provide a curriculum which is broad and balanced promoting English and maths as required by the National Curriculum;
- Provide a range of opportunities for your child to become involved in wider school life;
- Contact parents if there are concerns about your child's behaviour or attendance;
- Inform parents of changes that are made to policies that affect a child's education and provide access to policy documents on request.

Signed on behalf of the School:  **(Headteacher)** **Date: September 2025**

As a Parent/Carer we/I will:

- **ensure my child attends school every day possible, on time, properly equipped and in appropriate uniform;** • **speak positively about school and learning to my child/children;**
- **share my child's significant successes and achievements with the school;**
- **support the school's aims, values, key policies, Core Values *(I RESPECT)* and high behaviour expectations;**
- ensure that I/we regularly check: whole school communication (Class Dojo/emails, class specific information, recognition of achievements and personal messages from class teachers;
- work in partnership with the school and inform us immediately of anything which might affect my child's happiness, attendance, progress or safety at school;
- attend parent consultation evenings and engage actively in discussions about my child's progress;
- encourage my child with home learning tasks and other opportunities for learning beyond the curriculum;
- seek to present a positive attitude in all communications with and about the school, and contact the school directly in the first instance with any concerns;
- notify the school of the reason for absence by 9.00am on the first day of absence and then every day thereafter;
- ensure my child understands the school's Online Safety policy;
- refrain from using a mobile phone on the school site, to comply with the school's safeguarding protocols;
- refrain from using bad language/swear words on the school site.
- communicate and behave in a respectful manner towards staff.

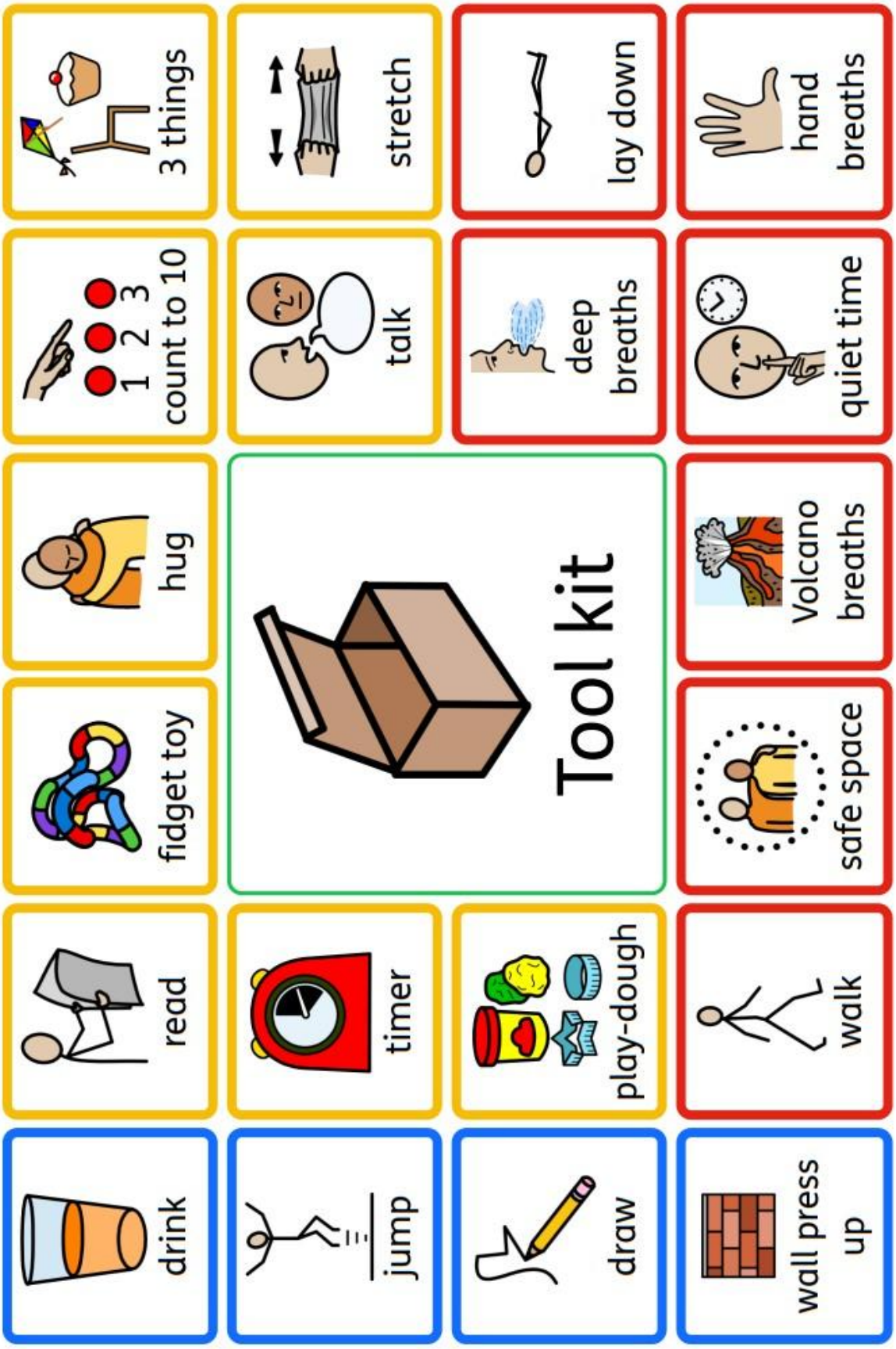
As a child at Rye Community Primary School, I will do my best to:

- follow the school rules and I RESPECT Core Values: Think! Am I making a good choice?
- be friendly, helpful and caring to others;
- talk to a grown up I trust if I have any worries;
- make the most of the extra-curricular opportunities that there are for me at school;
- take good care of equipment, the building and the belongings of others;
- use the internet safely as I have been taught in class.;
- come to school positive, in my school uniform, and ready to learn;
- listen to adults in class and during breaks as they are here to help me learn and grow.
- accept responsibility for the things that I do and to reflect on my behaviour and learning and learn from all experiences.

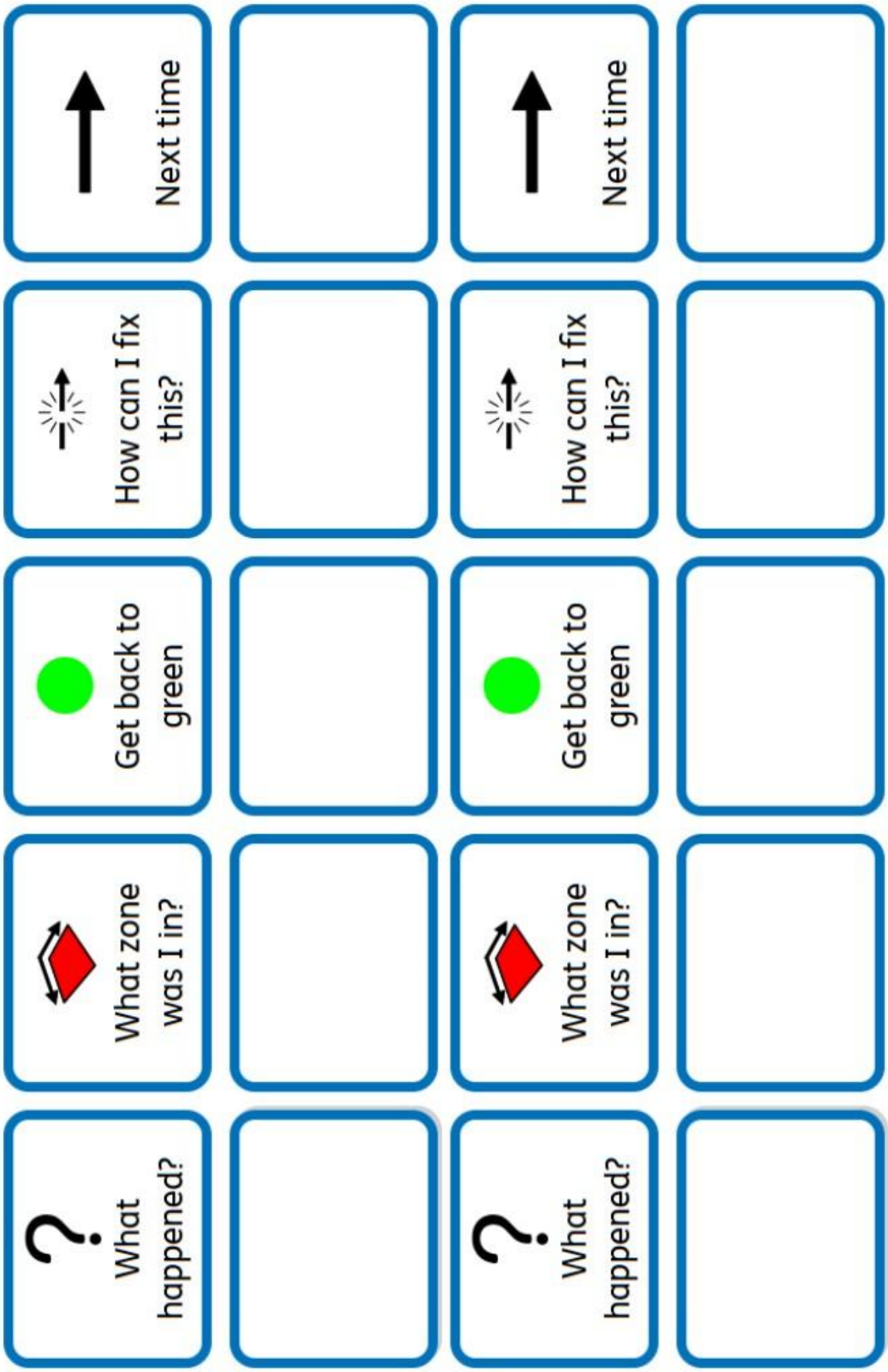
Signature of Parent/Carer: …….. Date: ……..

Signature of Child: …….. Date: ……..

Appendix 4 – Zones of Regulation Toolkit



Appendix 5 – Repair Kit for Teacher Reference



Appendix 6 – Classroom Steps

