



# PSHE POLICY

2023-24

Headteacher Signature: 

Agreed by the Governing Body

Chair of Governors Signature: 

Date:

Date of next review: September 2024



# SOUTHWICK COMMUNITY PRIMARY SCHOOL & NEW BEGINNINGS NURSERY

PSHE POLICY - SEPTEMBER 2023

## School Statement

At Southwick Community Primary School, PSHE is taught every week in all year groups. In our PSHE lessons, we promote spiritual, moral, cultural, mental and physical development that we aim to transfer into all aspects of school life.

We use the 'Jigsaw' resource (see below) as a starting point to plan lessons that are sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. The resource encourages a mindful approach and will be delivered within the schools agreed equal opportunities framework.

## Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).



This Jigsaw PSHE policy is informed by existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000), **SRE supplementary guidance** ( Sex Education Forum/ Brook/ PSHE Association, March 2014) **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013). Links to these documents:

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-educationguidance>

<http://www.pshe-association.org.uk/uploads/media/17/7910.pdf>

<https://www.gov.uk/government/publications/dfe-and-acpo-drug-advice-for-schools>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

[http://www.education.gov.uk/schools/guidanceandadvice?f\\_category=Safeguarding&page=1](http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1)

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

### **Aim of the Jigsaw PSHE programme**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, worth of others, work well with others, debate and question ideologies and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### **Objectives/Pupil learning intentions:**

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions



- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Become more mindful
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

### Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at change

### **Sex and Relationships Education**

Definitions of SRE:

‘SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.



It is important to note that the SRE at our school sits within the school’s values framework and that we consider it vital to do this work in partnership with parents and carers.

We are mindful that parents/carers do have the legal right to withdraw their children from the SRE that is part of the PSHE (Jigsaw) Programme, whilst we hope they do not feel the need to do so.

**Jigsaw Content**

The grid below shows specific learning intentions for each year group in the ‘Changing Me’ Puzzle. These specific lessons sit within the whole Puzzle (6 lessons) which looks at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions ‘Pupils will be able to...’</b>
1	Piece 3 / 4 My changing body	Understand how my body has changed since I was a baby
2	Piece 2 Boys’ and Girls’ Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private  tell you what I like/don’t like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby  express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow  express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies

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4	Piece 2 Having A Baby	understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this  know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty ** A letter will go out to girls’ parents
5	Piece 2 Puberty for Girls	explain how a girl’s body changes during puberty and understand the importance of looking after myself physically and emotionally  understand that puberty is a natural process that happens to everybody and that it will be OK for me **School nurse
	Piece 3 Puberty for Boys and Girls	describe how boys’ and girls’ bodies change during puberty  express how I feel about the changes that will happen to me during puberty **School nurse
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby  appreciate how amazing it is that human bodies can reproduce in these ways **School nurse <b>(see additional Year 6 objectives below)</b>

6	Piece 2 Puberty	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p>
	Piece 3 Girl Talk/Boy Talk	<p>ask the questions I need answered about changes during puberty</p> <p>reflect on how I feel about asking the questions and about the answers I receive</p>
	Piece 4 Babies – Conception to Birth	<p>Order the stages from conception to birth</p> <p>recognise how I feel when I reflect on the development and birth of a baby</p>
	Piece 5 Attraction	<p>understand how being physically attracted to someone changes the nature of the relationship</p> <p>express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this <b>(see additional Year 6 objectives below)</b></p>

### **Additional Year 5 Relationship Education to support Jigsaw**

- Identify when and why compliments and gifts are inappropriate from older people.
- Identify people we trust/support networks.

### **Additional Year 5 Sex Education to support Jigsaw**

- Identify how emotions change during puberty.
- Know what menstruation is, why it happens and how to deal with it.
- Know what wet dreams are and how and why they occur.
- Understand that good personal hygiene is an essential part of growing up.

### **Additional Year 6 Relationship Education to support Jigsaw**

Have considered what a positive relationship is



Understand how young people can become targeted to be exploited because they are vulnerable

Identify when and why compliments and gifts are inappropriate from older people

### **Additional Year 6 Sex Education to support Jigsaw**

Understand that good personal hygiene is an essential part of growing up.

Know that the age for consent for sexual intercourse is 16.

Know that, even when they are 16, they should not feel pressured into having sex

Know what HIV is, how it is transmitted and how it can be prevented.

### **Withdrawal from SRE lessons**

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or SRE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Before any SRE is taught, letters are sent to parents to inform them of the learning objectives that will be covered within each year group. Parents are also invited in to a workshop to see the teaching materials that will be used. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

### **Drug and Alcohol Education**

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

### **Moral and Values Framework**

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example: o





Respect for self o Respect for others o Responsibility for their own actions o  
 Responsibility for their family, friends, schools and wider community

**Jigsaw Content**

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the ‘Healthy Me’ Puzzle.

Year Group	Piece Number and Name	Learning Intentions ‘Pupils will be able to...’
2	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely  feel positive about caring for my body and keeping it healthy
3	Piece 3 What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke  can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol  can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking	know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart
		make an informed decision about whether or not I choose to smoke and know how to resist pressure
	Piece 2 Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart  make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure <b>*(see additional objectives below)</b>
6	Piece 2 Drugs	know about different types of drugs and their uses and their effects on the body particularly the liver and heart

		be motivated to find ways to be happy and cope with life's situations without using drugs ( <b>revise Year 5 objectives below</b> )
	Piece 3 Alcohol	evaluate when alcohol is being used responsibly, anti-socially or being misused tell you how I feel about using alcohol when I am older and my reasons for this

### **Additional Objectives for Year 5 Drug Education to Support Jigsaw**

- To know drugs change the way the body works.
- To increase pupil awareness of illegal and legal drugs and their effects.
- To know how to make sensible choices and deal with peer pressure.

### **Confidentiality and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. Prior to any discussion, children will be informed that if the adult feel that any disclosure is of harm to them, it will need to be passed on for the promotion of their wellbeing. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the school throughout the process.

### **How is Jigsaw PSHE organised in school?**

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly (included in the teacher assembly rota KS1/KS2), generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July.

Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL



learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

### **How do we use Jigsaw at Southwick?**

At Southwick Community Primary School teachers will complete lessons weekly or block them ( e.g at the start of Autumn term to ensure the charter is in place). It is advised that the order of the lessons be maintained where possible but plans can be adapted to suit the needs of the class (information can be taken out or extra included). PHSE will not only be taught as stand-alone lessons, but will thread through to all lessons as and where possible.

For the teaching of Sex and Relationship Education, teachers should use the Jigsaw objectives as well as the extra objectives for Year 5 and 6 on this policy and the SRE policy. Teachers should discuss any changes to these plans with the PSHE coordinator before teaching. All teachers are expected to deliver PSHE including Drug Education and SRE (School nurse in Year 5). Teachers who wish to withdraw themselves from this subject should take the matter with the Head teacher. Teachers who would like support in planning / delivering PSHE should discuss with the PSHE coordinator or their phase leader.

### **Differentiation/SEN**

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

### **Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the schools' disclosure and confidentiality policy will be followed.

### **Assessment**

Teachers will be eager to ensure children are making progress with their learning throughout their

Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence for assessment.



The assessment will be completed for each of the topics from terms 2-6 through the non-core assessment sheets. Teachers will select children that have exceeded the objectives, met the objectives or are working towards the objectives.

Each Puzzle has a set of three level descriptors for each year group:

*Working towards*

*Working at*

*Working beyond*

Teachers will select children that are working beyond, working at or are working towards the objectives.

### **Recording and tracking progress**

Teachers will record progress for children working beyond, working at or are working towards the objectives. Each of the topics from terms 2-6 will be assessed using the non-core assessment sheets of the PSHE and SEALS objectives.

### **Reporting to Parents/Carers**

Each Puzzle's assessment task and attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when considering what to write on children's end of year reports.

### **The Attainment Descriptors**

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are **not** nationally-recognised. There are no national level descriptors for PSHE.

The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

### **Monitoring and evaluation**

The PSHE co-ordinator will monitor delivery of the programme through observation, monitoring of plans and resources and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

### **External contributors**

External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.



Teachers MUST always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

### **The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below: The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement, inclusion, exclusion & preventing radicalisation/extremism.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their school staff, peers or within their wider community.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around SRE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all SRE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal SRE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school



believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Our school believes that SRE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover SRE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

### **Involving parents and carers**

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- \* Parent/carer Jigsaw awareness session (for SRE)
- \* Parents'/carers' evenings
- \* Involvement in policy development
- \* Involvement in curriculum development
- \* Information leaflets/displays

### **Pupil Consultation:**

- It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes, pupil voice or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?
- Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

### **Links to other policies and curriculum areas**

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- Sex and Relationships Education Policy
- Drug Education and Incident policy
- Keeping Children safe in education

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

# THE ZONES OF REGULATION®

At Southwick Community Primary School, we recognise the importance of supporting our children's well-being and encouraging them to discuss and manage their emotions.

As part of our PSHE Curriculum and our whole school ethos, we use the Zones of Regulation to support the children to understand and regulate their emotions.

**The Zones of Regulation** is a curriculum geared towards helping children gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. In the activities, children also learn how to use strategies or tools to stay in a zone or move from one to another.

## What ZONE Are You In?

Blue	Green	Yellow	Red
Sad Bored Tired Moving slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Hears Yelling/Hitting Out of Control

## The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 Sad Sick Tired Bored Moving Slowly	 Happy Calm Feeling Okay Focused Ready to Learn	 Frustrated Worried Silly/Wiggly Excited Loss of Some Control	 Mad/Angry Terrified Yelling/Hitting Elated Out of Control

## What are the Zones of Regulation?

The zones is a systematic, cognitive behaviour approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach pupils to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.



### **The Four Zones: Our Feelings & States Determine Our Zone**

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustrations, anxiety, excitement, silliness, the wiggles or nervousness in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, content or ready to learn when in the Green Zone. This is the zone where optional learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings, such as one feels sad, tired, sick or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is 'good to go'. A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone, this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energise. All of the zones are expected at one time or another but the curriculum focuses on teaching pupils how to manage their Zones based on the environment and people around them.

It is ok to have Red-Zone feelings but the correct 'expected' strategies need to be chosen ( e.g ask for help, take a breath, time out) not the red unexpected behaviour (e.g hitting, screaming, swearing)

### **System for implementing the Zones of Regulation**

- Starts with teaching the difference between feelings and behaviours in all zones
- Teaching expected and unexpected behaviours in all zones
- Develop tool box strategies for all zones
- Implement self-monitoring tools, tracking tools for teachers, and a system for monitoring progress towards the development of self-regulation skills





## Strategies

At Southwick Community Primary School, teachers are expected to teach a series of lessons to pupils on the Zones of Regulation. In addition to this, our school Wellness Manager will carry out interventions over a period of set weeks for key children whom the school feel will benefit.

There are many strategies we can teach our pupils to help them self-regulate. The following are a few examples from the program. Pupils should be able to select from to 3-5 from their toolbox that they can use to regulate their emotions. These should also be added to any behaviour support plans children may have.

- Size of the problem
- Breathing strategies (lazy 8 & 6 sided breathing)
- Chill out area in the classroom
- Checking in bookmark/coloured zones
- Have a break
- Jump/bounce
- Take a walk
- Squeeze object
- Count to 5 or 10
- Change activity

## Resources

The Zones of regulation has a resource book and we have a copy in school. All resources have also been placed on the shared drive. Posters are to be displayed within each classroom and teachers must implement a method that pupils can use to communicate the zone they are in at any given time. E.g class poster, charts and coloured coins.

## Common Language

At Southwick Community Primary School, we will use common language of the Zones, in identifying our feelings and pupils will be able to select from learnt strategies to assist them if needing to transition to another zone. This will be particularly true for pupils in the Red Zone.

## Behaviour Support Plans

The Zone of regulation will be used to help set targets for pupils with self-regulation issues when writing Behaviour Support Plans

## Sample Goals and Objectives

1. Child x will improve his/her ability to self-monitor his own behaviour
  - x will identify his/her current emotional state on a levelled chart indication differing levels of emotional arousal



- Utilising a levelled chat system, x will identify his current level of behavioural escalation

2 When experiencing emotional or behavioural arousal, x will select a strategy to help himself

return to a calm state

- When experiencing emotional arousal ( e.g feeling sad, mad etc), x will utilise a toolbox chart to identify a strategy to respond without behavioural escalation
- When experiencing behavioural escalation, x will utilise a tool-box chart to identify a strategy to de-escalate his/her behaviour, with adult facilitation

### **Dissemination**

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

### **Policy Review**

This policy is reviewed annually.