



Live, Learn, Thrive; Love God, Love each other

POLICY FOR POSITIVE BEHAVIOUR

Reviewed: Spring 2024
Review Due: Spring 2026

School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect,
Thankfulness, trust, perseverance, justice, service and truthfulness.

Bible Reference

Luke 10: 27 'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind. Love your neighbour as yourself'

Policy References

This policy is written with reference to the following school policies:

- Care and Control of Pupils,
- Curriculum Policy,
- Learning and Teaching Policy,
- Marking Policy,
- PSHE Policy,
- SMSC (Spiritual, Moral, Social and Cultural) Policy,
- Safeguarding & Child Protection Policy,
- Online Safety Policy, Health and Safety Policy,
- SEND Policy,
- Able Gifted and Talented Policy,
- Assessment Policy & Single Equalities Policy.

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

INTRODUCTION

Skerton St Luke's C E Primary School promotes a positive approach to all aspects of behaviour. We live our chosen Bible passage 'Love your neighbour as yourself' Luke 10:27. Most of our pupils choose consistently to act appropriately and those with very specific problems can learn to modify their behaviour with support. We recognise that expectations of behaviour must be realistic and consistent. Our school ethos is such that it develops positive relationships between staff and children within a framework of routines and boundaries which are well defined and understood by all. We teach love and respect for God, ourselves and each other.

All pupils are encouraged to develop a sense of responsibility and self-regulation from an early age. Through collective worship, RE, Citizenship, SEAL and Personal, Social, Health Education the moral and spiritual dimensions of acceptable behaviour can be fostered and explored.

PRINCIPLES

At Skerton St Luke's CE School we believe that the relational aspects of behaviour management are paramount to the success of this policy. We believe that positive relationships between all members of the school community are key to promoting and maintaining good behaviour. We expect that positive relationships will make a significant contribution to the ethos of the school.

We work to create a nurturing ethos throughout the school and our restorative approach to dealing with conflict helps to restore and repair relationships. We recognise that good discipline and behaviour is a whole school responsibility. We recognise the contribution that good relationships with parents makes to the success of this policy. We also recognise that a range of techniques and strategies is needed to support the needs of all of our pupils. We expect respectful and good behaviour and encourage and support all pupils and families to contribute to the positive ethos of the school.

Staff are trained in the Zones of Regulation and are encouraged to follow the principles of helping children to regulate their own emotions and their behaviour. Staff work with pupils and their families, where appropriate, to support the implementation of the zones.

See Appendix 3 for resources related to Zones of Regulation.

AIMS

- ❖ To ensure the safety and well being of all pupils, staff, governors and visitors.
- ❖ To promote a positive, nurturing and restorative ethos in the school.
- ❖ To foster the acquisition of self-regulation, responsibility and accountability.
- ❖ To ensure that all are aware that actions and choices have consequences.
- ❖ To ensure a community in which effective learning and teaching can take place, and in which there is mutual respect between all members.
- ❖ To foster an environment where all gain in confidence and foster pride in personal and whole school achievements.
- ❖ To promote equal opportunities to learning and personal development.
- ❖ To allow pupils and staff to develop and demonstrate positive abilities and attitudes.

To 'Love your neighbour as yourself.' Luke 10:27

EXPECTATIONS

Our Caring Code is based on the following principles:

- ❖ We have the right to be safe.
- ❖ We have the right to be happy.
- ❖ We have the right to learn.

At Skerton St Luke's we follow The Golden Rules:

- ❖ We are safe
- ❖ We show respect for ourselves and each other.
- ❖ We take responsibility for everything we do.

Copies of our Caring Code are displayed around school and constantly referred to as it forms the basis for positive/acceptable behaviour and fulfils our expectations of children.

CARING CODE

At Skerton St Luke's School

- ❖ We look after each other - We don't hurt others.
- ❖ We listen when teachers are talking - we don't interrupt.
- ❖ We look after each other's property - we don't waste or damage things.
- ❖ We are kind and helpful - We don't push or hurt other people's feelings.
- ❖ We are honest - We don't cover up the truth.
- ❖ We work hard - We don't waste our own or other's time.

IN THE CLASSROOM

Class rules and responsibilities are agreed at the start of the school year and displayed prominently in class. These may be revisited regularly (at least once each half term). Support is valued and expected from everyone in the school community to promote the qualities of tolerance, politeness, good manners and respect for others and their property. Good behaviour is rewarded. Inappropriate behaviour is addressed and children are supported and encouraged to improve their behaviour.

Understanding and managing feelings and emotions are taught through the Zones of Regulation, class topics, the use of PSHE, Kidsafe and in Worship sessions.

IN THE PLAYGROUND/FIELD

All are expected to follow our Playground Rules and Caring Code. Children are expected to go outside at break/lunchtime as soon as they have left their classroom or the toilet. All children must ask permission of the teacher on duty/lunchtime supervisor to go to the toilet once outside. Coats or belongings should be kept with the child outside until the end of break/lunchtime.

At lunchtime children are expected to respect the authority of our lunchtime organisers. Children should display good eating habits/manners. Lunch boxes should be returned to designated places. If first aid is required the child should be taken to the designated First Aid area. (see Health and Safety Policy).

HOW DO WE REINFORCE POSITIVE AND APPROPRIATE BEHAVIOUR?

At St Luke's we balance positive rewards with defined sanctions so as to maintain each child's self esteem.

Children earn Dojo Points for making good behaviour choices as well as engaging well in their learning.

When staff are particularly pleased with a child, group or class the following systems are also used to promote and reward positive behaviours.

- ❖ Verbal praise
- ❖ Class and individual Dojo points
- ❖ House points
- ❖ Star of the Week certificate - 1 pupil from each class each week nominated for exceptional work or achievements during the week.
- ❖ Discussion with parent and/or postcard home.
- ❖ Letters home.
- ❖ Verbal praise and/or phone call home to parent.
- ❖ Name displayed on Values tree when 'caught' showing that value around school.
- ❖ Any approach that boosts the self-esteem/worth of the child.

HOW DO WE MANAGE AND MODIFY INAPPROPRIATE BEHAVIOURS?

Because of the positive ethos of the school we know that only a small number of our pupils choose to act in an inappropriate and unacceptable way. However, as rules/expectations are clear to all, then pupils will be fully aware of what will be the consequences of their actions.

Sanctions

Sanctions are listed in the Appendices of this policy.

Any behaviour which is deemed to be a serious nature requires immediate action by members of staff at the appropriate level. If behaviour is not addressed, then the member of staff is condoning the behaviour and it is likely to occur again.

- ❖ If there is no improvement overall and behaviour continues, then parents are informed and we work together through a home/school liaison book or other regular communication.
- ❖ Parents should be kept closely involved throughout.
- ❖ If problems continue then it may be necessary to graduate to a weekly/daily target card.
- ❖ At this stage we would liaise with Pastoral Support.
- ❖ Final response - pupil referral.

Staff are aware that children respond differently in different situations. One positive strategy that needs careful consideration is not putting certain children into a situation that they will not manage to succeed in, eg giving a job to break up the 1 hour lunch break, not allowing the child to partake in certain unsupervised activities or routines around our school. Anticipation and foresight may prevent or reduce in severity some behaviours. Staff, however, need to be mindful of their responsibility regarding supervision of pupils here and are asked to discuss this method with the SENCO and Senior Lunchtime Organiser if appropriate.

SUITABLE APPROACHES TO BE USED BY STAFF

- ❖ All staff strive to be consistent in their approach.
- ❖ Staff should listen to the child/group in a calm and non-confrontational way away from peers where practicable.
- ❖ If a child/group choose to act in an unacceptable way then it should be brought to their attention.
- ❖ Staff should discuss the behaviour and school expectation with all involved.
- ❖ An explanation should always be given as to why a reward or sanction is being given.
- ❖ Staff should involve the child/group in discussing both cause and consequence of their actions and why the child should think carefully before choosing to repeat it.
- ❖ Staff should reinforce that it is the behaviour and not the child that is not liked.
- ❖ When a sanction has been accepted and completed the pupil should be welcomed back into the classroom with a 'fresh start' not lectured or made to continue the consequences.

LUNCHTIME

All staff encourage appropriate behaviour through dinnertime and tackle children who choose to act in an unacceptable way. Lunchtime organisers may opt to use a range of any of the following sanctions:

- ❖ Intervention before the event of any inappropriate behaviour is always preferable and an excellent strategy to use.
- ❖ 1-1/group discussion
- ❖ walk around with the lunchtime organiser for a set time discussing expectation and appropriate behaviours.
- ❖ A serious incident should be reported to the senior lunchtime organiser immediately, who will bring the child into school.

BEHAVIOURAL DIFFICULTIES

At Skerton St Luke's CE School we believe that all behaviour is communication and a child displaying behavioural difficulties might:

- ❖ Be noisy and demand adult attention
- ❖ Disregard rules
- ❖ Wander around the classroom
- ❖ Be unable to work cooperatively
- ❖ Be verbally or physically aggressive
- ❖ Use unacceptable language
- ❖ Shout out in class
- ❖ Have poor concentration
- ❖ Lack confidence
- ❖ Bully others

Some children with behavioural difficulties can become withdrawn and might:

- ❖ appear expressionless
- ❖ be anxious to conform
- ❖ be ignored by other children
- ❖ have low self-esteem
- ❖ be deeply unhappy

- ❖ lack interest in work
- ❖ lack self confidence
- ❖ be a victim of bullying

SOME REASONS FOR BEHAVIOURAL DIFFICULTIES

Inappropriate behaviour may be the result of:

- ❖ a learning difficulty
- ❖ social and/or emotional difficulties
- ❖ a medical problem
- ❖ Adverse Childhood Experiences

Learning difficulties and behavioural difficulties can reinforce each other. If a pattern establishes then it may well affect future learning. This means that we have to identify Special Educational Needs and target the difficulties. All concerns should be raised with the SENCO.

Medical problems can generate, but are not an excuse for, inappropriate behaviour. A child may have problems with hearing or seeing, and if undetected are enough to cause confusion or distress. Behaviour which is completely out of character may be the onset of illness and this may need to be discussed with the child's parent.

There are some conditions which exhibit emotional and behavioural difficulties such as ADD (Attention Deficit Disorder) and ADHD. In such cases we seek expert advice but inappropriate behaviour, if disruptive to the education/welfare of other children, whilst understood, cannot be accepted. ASC (Autism Spectrum Condition) can lead to children misinterpreting a social situation or human relationship which can lead to inappropriate behaviour. These children can also experience sensory overload which may lead to unpredictable and sometimes dangerous behaviour.

Some challenging behaviour is the result of the child's experiences in the home or out-of-school environment. Some families can find it difficult to provide emotional security for their children for a number of reasons. These may include financial constraints, cultural poverty, ill health or internal conflict. In such cases concerns should be raised with the Designated Leads for Safeguarding, and the Headteacher.

MODIFYING MORE COMPLEX BEHAVIOUR

A small number of our children have behaviour problems that severely affect their learning and sometimes that of others.

Staff are asked to be mindful that some behaviours are acceptable/unacceptable for all.

That all children are different and that behaviour modification programmes will be appropriate to individual children.

That it is important to look at meeting the needs of the whole child - focussing on the cause rather than the effect.

The SENCO/headteacher or Pastoral Mentor will, after discussion with the classteacher, check the following things are in place and appropriate for the child:

- ❖ appropriate and realistic expectation
- ❖ differentiation of work
- ❖ concentration level/range of activities
- ❖ environmental factors - physical layout of class, noise level and the cultivation of a calm and purposeful atmosphere, lack of space, or social eg a 'peer' audience, an unfamiliar, inexperienced or 'hostile' adult
- ❖ clear expectation known by the child - work/behaviour
- ❖ groupings involving the child
- ❖ unsupervised activities
- ❖ unsupervised movement around the school.

The classteacher is responsible for informing all staff involved with the child throughout the day eg within class, yard duty, dinnertime so that all know what is expected of the child.

Rewards and sanctions will be clearly defined.

Targets will be set with achievements that are appropriate to the child.

The child will be encouraged to self-regulate.

Some children will be involved in the setting up of a personal contract.

Records will be kept.

At this stage the school will be working in partnership with the family and involving external support services in discussion at least. All will contribute to discussion on how best the needs of the child can be met. Formal assessment procedures may need to be pursued - following LA guidelines (see SEN Policy).

VIOLENT BEHAVIOUR

The first duty is of care. Whilst we accept that violent and aggressive incidents may be a statistical inevitability, we feel that at St Luke's we strive to develop the whole child. Appropriate and acceptable behaviours and work done on cause and consequences are valued highly within school and the wider community. We also accept though, that despite sound preventative and pro-active strategies being used, there may be occasions when reactive strategies may still be needed when dealing with pupils displaying overtly challenging behaviour.

Children

- ❖ Children should be separated.
- ❖ Medical attention given if necessary.
- ❖ Head/Assistant Headteacher informed.
- ❖ Parents involved if it is a serious incident.
- ❖ The incident will be investigated in a calm atmosphere - usually after a 'cooling off' period for all involved. The incident will be recorded on CPOMs. A letter, phone call or a meeting with parents will be set up if appropriate.

Staff

The headteacher has the responsibility of supporting staff in the reasonable exercise of their duties.

Verbal/physical abuse towards any staff member will be taken seriously. Physical assault on a staff member will result in removal of the pupil to a place of isolation under the supervision of a member of staff. Written reports from all involved will be sought. The Chair of Governors and the LA may be involved. The staff member may wish to seek advice from their professional body/union.

The headteacher will make decisions relating to sanctions, including exclusion. It will depend upon the seriousness of the incident, previous conduct, and the cooperation of the parents.

PROHIBITED SANCTIONS

The law is clear that the intentional use of force as a punishment is expressly forbidden (Section 47, Education (No 2) Act, 1986).

Regulations under the Children Act 1989 provide that certain disciplinary measures shall not be used. The disciplinary measures identified are:

- ❖ Corporal punishment. This means the intentional application of force as a punishment and includes biting, pinching, rough handling, slapping, striking with or without an instrument or throwing a missile at the child.
- ❖ Deprivation of food or drink.
- ❖ The use of withholding medical treatment.
- ❖ Any requirement for a child to wear distinctive or inappropriate clothing.
- ❖ Intimate physical searches.
- ❖ Imposition of fines. Children may be expected to pay fines only when it is directed by a court or for reparation. Staff must check with the headteacher.

Physical restraint should only be used to prevent a child from harming themselves or others or from damaging property. Restraint should involve minimum reasonable force and should seek to avoid injury. Staff should not attempt to restrain a child if they are likely to put themselves at risk (see Care and Control Policy Appendix 2). Any incident involving physical restraint must be fully documented on CPOMs.

CHILD-ON-CHILD ABUSE

Incidents of child-on-child abuse may range from name calling, hurting or sexual harassment.

This may include:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting.
 - Sexualised online bullying.

- Unwanted sexual comments and messages, including on social media.
- Sexual exploitation, coercion, and threats.

Pupils are encouraged to report these incidents in line with Policy for Safeguarding.

Skerton St Luke's CE School will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff).

Risk assessments will be recorded and kept under review as a minimum termly.

BULLYING INCIDENTS

Refer to School Policy on Anti Bullying.

RACIAL INCIDENTS

Incidents of racial harassment are few at St Luke's School, but each is taken seriously. We feel it is very important to deal with any incident immediately. Apart from damaging the victim's self esteem, it is a wider attack upon the person's family and cultural traditions. It will be made very clear to the child and their parent/carer that racist behaviour does not have a place in St Luke's and is totally unacceptable. All incidences will be logged and reported to Lancashire County Council. In the wider context, as in our anti-bullying policy, the first target to reach is that of prevention before the event. Whole school, class worship and PSHE lessons tackle this in a pro-active way.

EXCLUSION FROM SCHOOL

The power to exclude a pupil from school may be exercised only by the Headteacher. Careful consideration will be given to the use of this sanction as some pupils may try to use this to their own advantage and may be at risk when out of school. The legal responsibility for the pupil's actions rest with the parent/guardian when out of school.

Debarment from midday break

"Debarment" in this case usually means exclusion from school during the midday break and is only used in few cases and after careful consideration.

The Headteacher has the duty to ensure the safety and discipline of all pupils while they are on the school premises. If a child puts themselves and others at risk or consistently acts in an inappropriate way then this sanction may have to be enforced. It will be for a fixed period. Before the child is accepted back into the family of our school the parent/guardian will have visited the Headteacher to talk through the inappropriate behaviours, and will have signed our Code of Conduct contract. The child will be given a 'mentor' - a member of staff who will monitor and discuss with the child any on-going problems. Full details of definitions and procedures relating to exclusions are contained within LA guidelines.

COMPLAINTS

In the case of a complaint against any pupil or member of staff, by a pupil, parent or staff member, the Headteacher will follow the complaints procedure. In serious incidents it is important that the Chair of Governors and the LA are kept fully informed at each stage. The Headteacher will keep a detailed record of events following such a complaint. This may be in note form or logged on the computer. Full details of complaint procedures can be found (with guidelines) in the Headteacher's room.

Appendix 2a

SCHOOL RULES AND EXPECTATIONS FOR ALL PUPILS

	Classroom	Playground	Dining Room	Moving around school	Toilets
We have the right to be safe... so	We do not hurt anyone. We use our classroom equipment and furniture sensibly. We keep all of the 4 chair legs on the floor. We move around carefully. We keep everything in its place.	We do not hurt anyone. We line up sensibly, giving everyone enough space in the line.	We do not hurt anyone. We sit on our chairs with all 4 chair legs on the floor. When we are told to line up, we do it	We do not hurt anyone We walk on the left of the corridor We walk at a sensible pace We hang our coats and bags on hooks We put our lunch boxes on the stands	We do not hurt anyone We always ask if we need to go to the toilet We wash our hands
We have the right to be happy... so	We listen to others and respect their ideas and opinions. We look after our own property and other people's property. We do as we are asked, first time. We follow class routines and rules. We use good manners. We use appropriate language. We share and cooperate with others.	We respect other people and their space. We choose an activity or chat to a friend. We share equipment.	We use good table manners: - We hold our knife and fork properly - We eat with our mouths closed - We don't	We use good manners to everyone We hold the doors open for the person behind us We 'give way' to people coming towards us We respect the resources and displays around our school.	We use the toilet properly We flush the toilet when we have finished We use the toilet and then leave We respect
We have the right to learn... so	We listen to other people. We share. We take turns. We try our best.	We look after equipment. We help other children.	We help other children	We are in the right place at the right time	We take turns We go to the toilet at the right time

Appendix 2b)

BEHAVIOUR PROCEDURES - REWARDS

REWARD	BEHAVIOUR	CHILD WILL GET	CELBATED IN	WHEN?	HOW MANY?
Star of the Week	Outstanding achievement or effort for the individual or rising to a challenge	Certificate to be taken home and picture displayed.	Celebration Worship	Friday	One child from each class per week
Headteacher Award	Going above and beyond in school or at home.	Certificate to be taken home and picture displayed.	Celebration Worship	Friday	One child per week
St Luke's Special Award	Child/children living our Bible passage 'Love your neighbour as yourself.'	Certificate to be taken home and picture displayed.	Celebration Worship	Friday	One child per week
Team points All children are put into one of 4 teams	Meeting LO or achieving a target, or showing improved effort towards meeting a target	Child records team point on chart in class. Year 6 School Councillors collate points each week. Winning team has a trophy displayed with their colours each week. End of each half term the team with the most points earns a mufti day	Celebration Worship	Friday and end of each half term	Max 50 per class each week
Postcard or note home	A 'big leap' in behaviour or learning.	Postcard or a note home from any adult who notices the 'big leap'	1:1 and with parents	As appropriate	As appropriate

Appendix 2c)

BEHAVIOUR PROCEDURES - SANCTIONS

BEHAVIOUR	STAFF ACTION	CONSEQUENCE	RECORDED
Talking in class, annoying someone, being off task, interrupting teaching and learning time.	Verbal warning De-escalation techniques used	Timeout can be offered to give the child the opportunity to prevent further sanctions being needed	
Continuation of behaviour	Time out De-escalation techniques used to give pupil chance to 'come back'	Child identifies where they are on the Zones of Regulation. Discuss what they are doing and what they need to do to get back into the Green Zone. Time missed in learning to be made up at next break time.	CPOMs
Continuation of behaviour or ignoring direct instruction, using unkind names, low level physical behaviour, being rude to an adult	Child to miss part or all of a playtime or lunchtime play. De-escalation techniques to be used to give pupil chance to 'come back'	Child identifies where they are on the Zones of Regulation. Discuss what they are doing and what they need to do to get back into the Green Zone. Exclusion from class with work to complete away from others for a period of time appropriate to age of pupil.	CPOMs
Continuation of behaviour or ignoring direct instruction, using unkind names, using physical behaviour, being very rude to an adult	Child to miss part or all of a playtime or lunchtime play. De-escalation techniques to be used to give pupil chance to 'come back'	Child identifies where they are on the Zones of Regulation. Discuss what they are doing and what they need to do to get back into the Green Zone. Teacher to give and arrange appropriate consequence where the child misses some playtime and carries out work missed/ provided Pupil to meet with Headteacher about behaviour (Where possible this will happen within half a day)	CPOMs
Causing significant intentional harm to a member of staff or another child	Sever clause Must be reported to HT immediately Internal exclusion may be considered Parents required to attend behaviour meeting	Internal exclusion working on own supervised by HT/PM Sufficient work must be provided by class teacher	CPOMs Parents to be present at meeting

Appendix 2d

POSSIBLE STRATEGIES FOR DE-ESCALATING CHALLENGING BEHAVIOUR

- ❖ 'way back' offered and explained (face saving)
- ❖ Distraction
- ❖ Reward to making 'right' choice or decision
- ❖ Restriction of school based activities
- ❖ Increased frequency of personal tutorials
- ❖ Special seating arrangements classroom/ dining room/ meeting room
- ❖ Post school telephone call home to give feedback
- ❖ Pre-school telephone call, to ascertain mood
- ❖ Timeout table used in class
- ❖ Behaviour management plan established/ revisited
- ❖ TA support in class
- ❖ Planned withdrawal
- ❖ Detentions/ timeout especially managed
- ❖ Parental arranged attendance in school/ class
- ❖ Individual monitoring sheet employed
- ❖ Specific time with external support
- ❖ Specific TA support in particular lessons
- ❖ Additional external professional support in class
- ❖ Adjusted timetable

Appendix 3

Zones of Regulation



The Zones of Regulation is a conceptual framework used to teach students self regulation and self control. According to the book *Zones of Regulation* by Leah M. Kuypers, creating this type of system to categorize the complex feelings and states students experience improves their ability to recognize and communicate how they're feeling in a safe, non-judgmental way.

This curriculum teaches students to use strategies or tools to help them move between zones. The Zones of Regulation categorizes states of alertness and emotions into four coloured zones. It is important to know that it's fine for students to experience all of these emotions while they're at school. There is no bad zone, but it is important to learn and use strategies that would help students get to their Green Zone.

What are the Zones of Regulation?

The **Blue** Zone

The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when one's body and/or brain is moving slowly or sluggishly.

The **Green** Zone

The Green Zone is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone students generally need to be in for schoolwork and for being social. Being in the Green Zone shows control.

The **Yellow** Zone

The Yellow Zone is also used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states when in the Yellow Zone (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.

The **Red** Zone The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body