

Step 1: Non-Verbal Cue

Use eye contact, proximity, or a gesture
→ *Redirect without interrupting learning*

Step 2: Gentle verbal reminder

"[Name], remember our class agreement about listening. Thank you."

SEL Link: Self-awareness & self-management

Step 4: Time-in / calm corner / short break (if needed)

Structured Regulation Break (if needed):

Direct to a pre-agreed "regulation space" or workstation with time-limited support — the aim is self-regulation, not punishment.

Offer a reset opportunity rather than time out.

Step 3: Restorative prompt

"Is something making it hard to focus right now? What can you do to get back on track?" OR "[Name], you've got a choice now — you can get back to your task, or you can take 2 minutes at the calm table and then come back ready to learn. Which do you think will help you most?"

Instead of "What Zone are you in?" try:

- "You seem a bit [worried/fidgety/quiet/upset] — would you like to take a moment to check in with how you're feeling?"
- "Let's do a quick feelings check together — how's your body feeling right now?"
- "I noticed you're finding it tricky to settle — would a calming activity or movement break help?"
- "Sometimes when I feel like that, I need a quick brain break. Do you think that would help right now?"
- "You're not in trouble — I just want to help you feel ready to learn. Would something from your calm box help?"

SEL Link: Responsible decision-making

Step 5: Repair conversation (after learning time)

"What happened? How were others affected? What can you do differently next time?"

- SEL Link: Social awareness & relationship skills

Step 6: Involve parents (if repeated)

"We've noticed this has been happening a few times. Let's work together to support [Name]."

Contact home to share concerns, recognise strengths, and work together on solutions.

Review Zones Triggers: Review any patterns (Is the child consistently in the Yellow or Red Zone during specific times?).

This helps plan proactive, relational strategies with adults and families.

Step 7: Escalate to Senior Leadership

(if behaviour persists or escalates) *"We've tried a range of approaches. We're involving Miss Turner/Mrs Ashton to help create a consistent plan."* "[Name], we've tried a few things together to help you refocus and make positive choices. Because this has been happening more often, I'll be speaking with [Senior Leader name] to help us find a plan that works better for you."

Record using school behaviour systems (e.g., My Concern, behaviour log)

Core SEL Competencies from the EEF: Self-awareness; Self-management; Social awareness; Relationship skills, Responsible decision-making—This approach supports the school's relational inclusion policy, ensuring behaviours are addressed in a way that builds skills, maintains dignity, and promotes repair and restoration.