Together with Jesus, we grow in love

Relationships for Behaviour Policy

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

Updated: January 2025
Agreed by Governors _____
Review date: January 2026

Relationships for Behaviour Policy 2025-2026

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School Values: Respect, Forgiveness, Love, Honesty, Determination and Belonging

Key Beliefs – Aims & Principles

At Holy Family Catholic Primary School, we are committed to the holistic development of pupils, integral to Christ's mission that "all may have life and have it to the full" (John 10:10). The school will develop a climate within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. At Holy Family Catholic Primary School our aim is to provide the best possible Catholic Education, inspired by Gospel Values, where our Catholic ethos and faith runs through all aspects of school life. We aim to develop a community that nurtures every child, values everyone's unique worth and enables every pupil to achieve their potential, fulfilling our Mission Statement, "Together with Jesus, we grow in love." Our values of respect, forgiveness, love, honesty, determination and belonging underpin all that we do within our school and help to guide positive behaviour.

We believe good behaviour is promoted by creating a happy, safe, caring and inclusive learning environment, (Cefai, 2008). The most important aspect in helping a child to feel safe and secure is the positive relationship developed between the pupil and members of staff, (Grové & Laletas, 2020). With this in mind, we have implemented a Restorative Practice approach for all of our pupils and also teach Get Set for Life which explicitly covers relationships within RSHE.

We have high expectations for all of our children whilst recognising certain children have specific needs. We believe that all behaviours are a form of communication and happen for a reason (Hibbin & Warren, 2020). We help all of our pupils develop the skills necessary to self-regulate their emotions and manage their behaviour to help them fulfil their potential. It contributes directly to developing children's social and moral development.

Relationship Expectations

The list of expectations is displayed in each classroom and around the school.

1. *Follow instructions the first time to show that we are listening.*
2. *Listen when someone else is talking to show that we respect each other.*
3. *Keep our hands, feet and objects to ourselves so that we all feel safe.*
4. *Speak in a respectful manner to show that we are all valued*

1 **Aims and expectations**

1.1 It is our primary aim that every member of the school community feels valued, safe and respected, and that each person is treated fairly and well. We are a caring, inclusive community, whose values are built on mutual trust and respect for all. This policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2   The primary aim of the policy is to promote good relationships and a shared set of values, so people can work together with the common purpose of helping everyone to learn. This policy also aims to engage pupils in a consistent dialogue from all members of staff with regards to behaviour.

1.3   We expect every member of the school community to behave in a considerate way towards one another.

1.4   We treat all children fairly and apply this policy in a consistent way.

1.5   This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6   We aim to ensure that all pupils develop personal resilience, helping them to realise that difficult situations can be overcome by using the relevant strategies.

1.7   We understand that often behaviour can be a form of communication, which indicates an underlying need or difficulty. In responding to the behaviour of pupils, we aim to identify these needs so that appropriate provision can be planned and pupils can be equipped with the skills necessary to develop behaviour for learning, supporting our pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.

1.8   This policy aims to directly contribute to children's social and moral development.

2   Relationships

Relationships are paramount to the success of our Relationships for Behaviour Policy and are the most important thing to ensure children feel safe in our setting. It is everyone's responsibility to ensure that all children feel understood, heard and accepted. Positive relationships have been proven to be the primary method to regulate the nervous system. When we are around people we care about, our bodies produce oxytocin, which is the hormone responsible for calming our nervous system after stress. Evidence around resilience also suggests that the single most common contributory factor to children developing resilience is having at least one positive and stable relationship with an adult (Bellis et al, 2017).

As a school we ensure that our pupils feel they belong to and are a valued part of our school community, to help them achieve their full potential. Students should feel that their relationships with adults in our school are positive, consistent and based on trust and mutual respect. Pupils should always feel that they can voice their worries and that their voice matters.

"The ability to form meaningful relationships is fundamental to mental health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others" (TISUK, 2019).

3   Restorative Language

3.1 Holy Family is a place which embraces the philosophy of restorative practice where building, maintaining and repairing relationships is at the forefront of our thinking.
Wherever possible we should use fair process and our response to challenging behaviour should involve building relationships and repairing harm. It is our aim that our community follows this framework in conjunction with Relationships for Behaviour to create a positive environment, both inside and outside of the classroom, which will enable everyone to work and learn to their best potential.

3.2 Examples of restorative questioning

When our pupils find themselves in conflict or upset, we will ask them;
What happened?
What were you thinking about at that time?
What have your thoughts been since?
How do you feel about what's happened?
Who has been affected by what's happened?
In what way/s have they been affected?
What needs to happen to make things right/repair the harm? (It has to be of a positive nature)
Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

3.3 Staff at Holy Family understand that the way in which they communicate to pupils is extremely important. Communication consists not only of the verbal interactions, but the body language used. Staff are aware that authoritative body language can be counterproductive to the communication between pupils and staff.

3.4 Reflective responding is considered the most appropriate way to communicate with our pupils, allowing them to feel heard and understood. Reflective responding is defined as listening and seeing the behaviour and reactions displayed by children and verbally reflecting this back, so the child understands that the adult is with them. When children sense that they are understood by adults around them, they feel safe.

3.5 Staff endeavour to notice the physical behaviours and communicate this to children in order to anchor them to their actions, before reflecting how the child may be feeling and showing them that they want to understand the child's emotions. Children may find it helpful to have emotions reflected to them if they struggle to name how they feel. Staff should use the 'Zones of Regulation' to help children identify their feelings and how they can self-regulate. Refer to appendix 1 for the Zones of Regulation.

3.6 When a child is in a heightened state of emotion, staff are particularly mindful of their communications such as avoiding asking direct questions and allowing the child to calm down before pursuing reflections of their reaction.

3.7 **Examples of language:**

General Therapeutic Responses:

- *I can see that (notice what they are doing physically) e.g. you are breathing heavily, your fists are clenched, you're shouting. I am wondering how you're feeling right now? I want to understand what is going on in your body/mind?*
- *I'm noticing that you might be finding this tricky/difficult right now. I'm here.*
- *Sometimes our downstairs brain takes over and doesn't let our upstairs brain think things through carefully. We can work on our calming down strategies to help you feel calm and safe.*
- *I can see that right now you feel unsafe/alone/not understood. I want to change that and help you feel safe/included/understood.*
- *I'm wondering how it makes your body feel when (event) happens (physically)? Does it make you feel (name emotion)/I'm wondering if that gives you big feelings? What emotion do you feel in your body when that happens?*
- *What I'm hearing is (repeat back what they have said) and it seems important to you that I hear/know/understand this.*
- *Start responses with: I'm wondering if /I'm noticing that/you're letting me know that/you're telling me that/I am seeing that/ I'm hearing...*
- *Recognition of good choices also help build positive relationships e.g. I felt really proud of you when I heard…...*
- *I feel really pleased and encouraged that you made the right choice…...*
- *I respect your honesty and thank you….*
- *I want to thank you for your cooperation…*

3.6 **ACT principal;**

1. A – Acknowledge the feeling
2. C – Communicate the boundary
3. T – Target alternative

Example:
You are showing me that you're overwhelmed right now, and I see that you've kicked the chair over. We know that school has to be a safe place for everyone, and I need to keep you and everyone safe. Let's go somewhere to calm down / offer snack or drink / take a walk or use the sensory circuit.

4 Social and Moral Development

Pupils' **moral development** is shown by their:
• Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
• Understanding the consequences of their actions

This policy contributes to developing pupil moral development by:
• Providing a clear set of relationship expectations as a basis for behaviour which is promoted consistently through all aspects of the school
• Clear communication of the expected behaviour, positive choices outlines and discussions around how to approach a situation in an improved manner if it re-occurs, allowing for reflection on the child's moral development
• Using Restorative Practice procedures to build, maintain and repair relationships
• Discuss and identify feelings and emotions and how to express these through behaviour that is acceptable within the school community and within society
• Developing an understanding of our school values and learning values, as a framework for Gospel and British Values in our school
• Rewarding good behaviour through praise, stickers, Star of the Week, Dojo points and the Dojo cabinet.
• Promoting protected characteristics (Equality Law 2010) e.g. racial, religious and other forms of equality and preventing all forms of bullying and discrimination on the basis of race, religion, gender, sexual orientation, age or other criteria
• Individualised self-regulation plan to allow all children to make progress in their moral development

4.1 Pupils' social development is shown by their:
• Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
• Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively

4.2 Our school develops pupil social development by:
• Recognising the value and dignity of all pupils, staff and members of our school community made in the image and likeness of God.
• Fostering a sense of community, with common School Values
• Using Restorative Practice procedures to build, maintain and repair relationships
• Encouraging pupils to recognise and respect social differences and similarities
• Promoting racial, religious and other forms of equality and preventing all forms of bullying and discrimination on the basis of race, religion, gender, sexual orientation, age or other criteria
• Rewarding social achievements and those who are demonstrating school values through praise, stickers, Star of the Week, Dojo points and the Dojo cabinet.
• Individualised self-regulation plan reflecting children's additional social needs, including use of social stories and sensory circuits
• Referrals to external agencies, where there are persistent barriers to social and emotional development

5   Rewards and Consequences

5.1 Positive behaviour management techniques are used consistently across all year groups. Positive reinforcement is used frequently when things are going well and minimal feedback is given to low level undesirable behaviours, we focus on what we want the pupil to do. We praise and reward children in a variety of ways.

- Staff model good behaviour and treat pupils with respect;

- Teachers congratulate children through verbal praise and dojos;

- Dojo points also count as house points, each child being a member of one of four houses

- Dojo points are awarded to pupils when they demonstrate our learning values.

- Each week teachers nominate a child to be pupil of the week, these children receive a certificate in the awards assembly, and teachers inform the assembly of the reason the award has been given. Every child is given the opportunity to be pupil of the week.

- For exceptional behaviour, a golden text will be sent home to acknowledge the child's efforts.

- There is a strong support mechanism for pupils regarding behaviour. The behaviour team and external support agencies (BIT team, EMHP) work with children who are displaying continuously challenging behaviour, not only in school, but where parents have reported that their children are struggling to regulate their emotions at home.

5.2 The school uses the following methods to ensure that expectations are kept high and pupils develop an understanding of consequences for making choices, which negatively affect others. We do not punish pupils however, we have a system whereby natural consequences to their actions are put in place. It is important to understand that pupils may need additional time to catch up on work missed or time to have a reflective conversation to discuss the reaction / behaviour displayed. When the incident is discussed, it is very important this is done in a non-judgemental way. It is also important for adults to reflect on the situation themselves and see if anything could have been done differently to support the pupil in managing their behaviour.

- As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s)/carer to inform them of the concern and discuss what is happening in school. This contact should be recorded on CPOMS. Where the teacher feels additional support or action is required to support a child, they should contact the SLT to discuss this.

- For key families, teachers should aim to call parents or carers during the school day to avoid discussing incidents on the yard as this can often be difficult for the child or family.

- Children are given reflection time for breaches of the school's expected conduct. During this time, members of staff use a restorative practice approach when dealing with the situation, helping pupils to reflect on their actions and come up with a positive solution moving forward. The duration of the reflection period depends on the severity of the situation.

- We feel strongly that children should understand that they have a choice with regard to their behaviour. Through structured conversations, children discuss the consequences of their actions and the effect these actions have on other members of the school community. Pupils are then assisted to come up with a positive solution moving forward, helping to resolve the situation.

- The class teacher will give time for the pupil to catch up on work to ensure there is no lost learning due to behaviours and actions. This also provides an opportunity for staff to reflect with the pupil and find out why certain behaviours are being displayed. This time can be allocated in break and lunch times, work can also be sent home with the pupil after a discussion with the parent / carer.

- For children who display behaviour that is a significant cause for concern, further action may be necessary. Staff should aim to deal with incidents themselves, however if further support is needed a member of SLT should be contacted. Where there is an incident where a child is exhibiting behaviour which becomes unmanageable or unsafe, immediate support should be sought from another member of staff, or the SLT.

- For children who display behaviour that is a significant cause for concern, a meeting should be arranged with the parent/carer, class teacher and a member of SLT to look at ways forward in supporting the child effectively.

- All incidents where behaviour is a significant cause for concern or there are patterns of persistent low-level disruption should be logged onto our CPOMs system, this will help monitor patterns of behaviour and will allow us to consider if any further support is needed for the child.

- In addition to school values which underpin all of our conduct, each class devises a set of class rules or a charter that is agreed by the children and displayed on the classroom wall at the beginning of the new academic year. In so doing, every child is aware of the code of conduct expected in each class.

- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent a reoccurrence of the behaviour. Whilst it is very difficult to completely eradicate bullying the school does everything in its power to ensure that our school provides a safe and happy environment for our children. (see Anti-bullying policy)

- All members of staff are aware of the regulations regarding the use of force, see *The Use of Reasonable Force Guideline 2011.* All staff have been trained in physical management.

6   Behaviour on the School Playground

The school places the same high expectations on children when they are in the playground as it does whilst in lessons or within school.

Lunchtime supervisors follow the overall principles in this policy in regard to dealing with children e.g. talking politely to the children; use of wondering questions; listening to the children.

Children are given playtimes to give them time for a break, a chance to regulate and to enable them to enjoy the social side of school with their friends. It also provides an opportunity for children to be involved with organised sports and games with adults, especially at lunchtimes.

Equipment is provided for the children to use respectfully to make the most of their time and we place the responsibility of children to use it in such a way so that their playtime is fun.

Quieter spaces are also provided for children who want to sit and talk or read.

A lunchtime club is available for children who wish to do creative/game-based activities away from the main playground.

Additional adult support is offered to pupils who find lunchtime particularly challenging.

Behaviour at playtimes and lunchtimes that falls below the school's expected standard will result in those involved having a restorative discussion with staff following a time for reflection in the reflection area.

In the event of a more serious incident, a child will be asked to discuss their behaviour choices with a member of staff. Once the full picture has been ascertained, the member of staff will decide whether further action is needed. e.g. parents called in for a meeting or an exclusion(internal/external)

Behaviour incident logs are filled out for serious incidents by the staff member who has dealt with the situation on CPOMs. Actions will be added once phase leaders/SLT have been informed. Lunchtime supervisors should fill in an incident report.

In exceptional circumstances where a child is not able to play on the playground without an incident occurring, they will spend time with a senior member of staff in 'reflection time', where the child and adult will discuss a plan moving forward to help resolve the situation.

7   Pupil Pastoral Support

We have a wide range of support systems available for children who are having some difficulty in achieving successful behaviour for learning, helping them to overcome social, emotional and behavioural barriers to their learning. These services include:

Support from our Pastoral Lead
Support from SENDCO
Educational Mental Health Practitioner service.
In-house counselling service.
Seedlings referral (external).
CAMHS (external).
YPAS (external)
BIT Team

8   The role of teaching staff

8.1   The teaching staff in the school have extremely high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. They also have a responsibility to model behaviour and to treat children with respect, communicating that every child has the right to feel safe in school.

8.2   It is the responsibility of the teaching staff to ensure that all children feel safe, and that his/her class behaves in a responsible and respectful manner during lesson time to allow this. The staff strive to regulate children by maintaining a calm demeanour.

8.3   Teaching staff treat each child fairly and treat all children in their class with respect and understanding.

8.4   If a child makes poor choices in class, teaching staff deal with incidents following normal school procedure (see appendix 3)

8.5   If a child makes poor choices at dinnertime, the lunchtime supervisors will use restorative practice approaches with pupils. Any incidences which need to be shared with the class teacher will be logged and passed on at the end of the lunch period. Serious incidents will require an incident form to be completed.

8.6 Teaching staff liaise with the SENDCO if poor choices continue to be made or if patterns of behaviour are noticed. If necessary, an individualised self-regulation plan will be made in collaboration with the child.

8.7   The class teacher reports to parents about the progress of each child in their class. A parent may be contacted by teaching staff, pastoral lead, or SLT member if there are concerns about the behaviour, work or welfare of a child. Teachers are available to speak to parents/carers about any concerns at the end of each day and specifically following the issue of a text message due to non-engagement of school expectations.

8.8   If a parent/carer does not pick up a child who has received a text message, a follow up phone call needs to be made at the end of the school day.

8.9   The class teacher/pastoral lead and SENDCO liaises with external agencies, as necessary, to support and guide the progress of each child.

9 The role of the Senior Leadership Team

9.1 It is the responsibility of the SLT to implement the schools Relationships for Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all the children in the school.

9.2 The SLT supports the staff by implementing the policy, by setting the high standards of behaviour, and by supporting staff in the implementation of the policy.

9.3 The headteacher keeps records of all reported serious incidents relating to behaviour.

9.4   In exceptional circumstances when the behaviour of individual pupils puts others at risk of harm e.g. an assault against a pupil or staff member, the Headteacher, and in their absence the Deputy Headteacher, may have to implement fixed-term exclusion procedures. This is always a last resort with further action always taken prior to this to ensure that a robust plan is in place to meet the needs of these individual pupils. We will do everything in our power to keep a pupil in our setting. Our school also works with the BIT team from the Local Authority in order to plan appropriate arrangements for pupils who require alternative provision to reduce the risk of permanent exclusion. Internal exclusions are sometimes used if returning a child back into the class setting may result in significant further disruption to their own or others learning. They may also be used if a significant incident has occurred which requires immediate investigation and time for the child to be regulated.

10   The role of parents and carers

10.1   The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

10.2   We explain the school expectations during welcome meetings each year and through home school agreement and we expect parents/carers to support school to ensure their child adheres by these rules.

10.3   We expect parents to support their child's learning and to co-operate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's behaviour. A text message will be sent home and a conversation will occur at the end of the school day.

10.4   We ask parents to support the actions of the school and trust our approach in supporting pupils. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of SLT. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See complaints policy).

11   The role of Governors

11.1   The governing body will be informed of behaviour through the head teacher's report.

11.2   The governing body has a panel of up to three members consider any exclusion appeals on behalf of the governors.

11.3   The governing body reviews and ratifies the Relationships for Behaviour policy bi-annually.

12   Fixed-term and permanent exclusions

12.1   Exclusions are a last resort with further action always taken prior to this to ensure that a robust plan is in place to meet the needs of these individual pupils. We will do everything in our power to keep a pupil in our setting.

12.2   Only the headteacher (or a deputy headteacher in the headteacher's absence) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

12.3   If the headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

12.4   The headteacher informs the LA and governing body about any permanent or fixed-term exclusion in line with LA guidance.

12.5   The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

12.6   The governing body has a discipline committee which is made up of three members. The committee considers any exclusion appeals on behalf of the governors.

12.7   When an appeal panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

12.8   If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

13   Monitoring

13.1   The SLT monitors the effectiveness of the policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

13.2   The school keeps a variety of records of incidents of behaviour, these are logged via our CPOMS system and via the behaviour log. The class teacher records minor classroom incidents on the Good to be Green logs whereas anything more significant is put on CPOMS. We also keep a record of any incidents that occur at break and lunchtimes.

12.3   The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

12.4   It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

This policy is formally reviewed bi-annually and ratified by the governing body.

References

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Hibbin, R., & Warin, J. (2020). A language focused approach to supporting children with social, emotional and behavioural difficulties (SEBD). Education 3-13, 48(3), 316-331.

Trauma and Mental Health Informed Schools and Communities Delegate Programme Handbook (TISUK, 2019)

Appendices

<u>Appendix 1 - Zones of Regulation</u>

<u>Zones of Regulation</u>
Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation. Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organises our feelings, states of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well-being.

Zones of Regulation			
Blue	**Green**	**Yellow**	**Red**
Bored Lonely Sad Tired Unwell	Calm Content Focused Happy Ready to learn	Anxious Confused Excited Frustrated Worried	Angry Aggressive Terrified I need time and space

Blue Zone

The BLUE ZONE describes low states of alertness and down feelings, such as when a person feels sad, tired, sick, hurt, lonely, or bored. Our energy is low and our body is moving slowly when we are in the Blue Zone.

When in the Blue Zone we often need to rest and recharge to meet our goals. We can regulate by seeking (or co-regulate by offering) comfort, energizing, or resting. If we are feeling sick in the Blue Zone, we may need to rest. If we are feeling tired, we may need to energize (depending on the context). If we are feeling

sad, we may need comfort. In all these situations, the common theme is noticing our lower energy and/or down feelings and options for managing them.

Green Zone

The GREEN ZONE describes a calm, alert state. We may be feeling happy, focused, content, peaceful, or calm in the Green Zone. The nervous system feels safe, organized, and connected in the Green Zone, helping us be primed to learn. However, we can learn in other Zones too.

When in the Green Zone we regulate by using tools and supports that keep us moving forward comfortably, helping us feel ready to go! In the Green Zone, we might regulate by choosing to eat a healthy snack, exercise, take a break, or pause for a mindful moment. These restorative actions help us proactively care for ourselves so we can move forward with ease.

Yellow Zone

The YELLOW ZONE describes when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or have the wiggles, when in the Yellow Zone.

In the Yellow Zone we may need to take action to regulate to manage our energy and feelings as they get stronger. For example, if we are feeling energetic at the lunch table it helps to use caution and take a deep breath, so we do not spill something. If we are feeling nervous before our performance, we can slow down our racing thoughts and speech by using a mindfulness tool. When we are frustrated, and pause to take notice, we can decide to take a break to collect ourselves before we say something we regret

Red Zone

The RED ZONE describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight, freeze or flee protective response. We may feel elated, euphoric, anger, rage, devastated, out of control, panicked, or terrified when in the Red Zone.

When in the Red Zone we might need to pause and assess if we need to regulate and gain a sense of control of our strong feelings and high energy. For example, if we are feeling angry it may help to pause and count to 10 before we act. If we are panicked, we can stop and use our self-talk to help us gain a sense of control of our thoughts in order to meet our goal. If we are elated, such as when a team mate scores the winning point, we might need to pause and take a big breath to regulate our impulse to run out on the field to celebrate if there is still time on the clock.

Appendix 2 – flowchart