



# Welcome to Year 4!

Miss Johnson – Class Teacher

Mr Wilson (Miss Brian until Mr Wilson's return) – Class Teacher

Miss Almasy – Learning Support Assistant



# Key Adults in our school

Mr Talbot – Executive Headteacher

Mrs Dixon – Head of School

Mr Jenkins – Deputy Headteacher

Mr Silvester – Assistant Headteacher

Mrs Woolley – SENCO

Julie Newton – Learning Mentor/Family Support



Aspire



Respect All

Overcome  
Challenges

Opening  
Our Minds

Taking Care

Speak Kindly



# Our ROOTS

- **R**espect all people, animals and the environment.
- **O**vercome challenges and never give up.
- **O**pen our minds to creativity and curiosity.
- **T**ake care of our bodies and our minds.
- **S**peak kindly and listen to others.



**Great Linford**  
Primary School





# Zones of Regulation

At Great Linford Primary School, we use the Zones of Regulation as a way to teach and support our children to manage and regulate their emotions.



## The **ZONES** of Regulation®

**What is it?**  
The Zones of Regulation is an approach which supports children in **managing their feelings.**

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

By categorising the different ways we can feel and states of alertness, children can be supported to **identify** their own feelings and understand how their **feelings can then affect their behaviour.**



# Why do we use it?

## To teach our pupils:

- How to identify their feelings as well as read others' facial expressions
- Understand how their behaviours can influence others' thoughts, feelings and behaviours
- How to regulate their own feelings and in doing so, develop their own 'toolbox' of strategies to self-manage their thoughts and emotions.
- Problem solve and find positive solutions to different emotions



The ultimate goal is for independent regulation.



# What does it look like in school and how do we use it?

**Children are encouraged to talk about their feelings!**

By doing so, this will support their understanding and consolidate their learning further.

Our pupils can then decide whether to **check in** with their feelings through the school day.

Our staff can support by reminding them of the **'tools'** they could use to help them navigate through their feelings.

Here are some examples:






- **Talk to a trusted adult**
- **Belly breathing (deep breathing exercises)**
- **Finding a quiet space to calm down**
- **Drinking water**
- **Movement and/or sensory breaks**
- **Mindful sketching**





# ZONES OF REGULATION TOOLBOX

*I'm in the...*

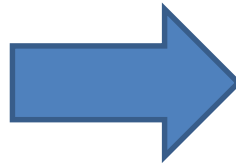
 <b>BLUE ZONE</b> 	<b>GREEN ZONE</b>	 <b>YELLOW ZONE</b> 	 <b>RED ZONE</b> 
<ul style="list-style-type: none"> <li>• Positive thinking (inner coach – “You can do this!”)</li> <li>• Drink water</li> <li>• Stretches</li> <li>• Star jumps</li> <li>• Run</li> <li>• Eat something</li> </ul>	<ul style="list-style-type: none"> <li>• I feel:</li> <li>• Happy</li> <li>• Focused</li> <li>• Calm</li> <li>• Ready to learn</li> </ul>  <p>calm</p>	<ul style="list-style-type: none"> <li>• Positive thinking (inner coach – you can do this)</li> <li>• Talk to an adult</li> <li>• Think about the size of the problem – is it really that big?</li> <li>• Distract yourself – hand books out, deliver a message</li> <li>• Deep belly breaths</li> <li>• Sit and count to 10/other breathing activities</li> <li>• Standing push up against a wall</li> </ul>	<ul style="list-style-type: none"> <li>• Deep belly breaths</li> <li>• Find a space to calm down</li> <li>• Talk to a trusted adult</li> <li>• Lazy 8 breathing – draw figure of 8 on palm: breath in on the circle, out as you cross over the midline).</li> <li>• Squeeze fists/sensory toy</li> </ul>

# Connection Box

This year we are re-branding the “Worry Box” – it is now going to be called the **connection box**!

## What goes in the box?

Things your **teacher needs to know** – these could be worries or things that have happened over the weekend!





## Behaviour Levels

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Low level disruption</li> <li>Poor attention or effort impacting your own learning</li> <li>Not coming to line up</li> <li>Not doing something you have been asked to do</li> <li>Other similar behaviour</li> </ul>	<p>Repeated Level 1 behaviours and failure to improve</p> <ul style="list-style-type: none"> <li>Rough behaviour</li> <li>Play fighting</li> <li>Unintentional physical contact</li> <li>Thoughtless behaviour towards others</li> <li>Other similar behaviour</li> </ul>	<p>Repeated Level 2 behaviours and failure to improve</p> <ul style="list-style-type: none"> <li>Absconding from the classroom</li> <li>In school online safety incident</li> <li>Temper outburst</li> <li>Throwing equipment</li> <li>Hurting another child</li> <li>Unkind behaviour and rude language towards others including staff</li> <li>Other similar behaviour</li> </ul>	<p>Repeated Level 3 behaviours and failure to improve</p> <ul style="list-style-type: none"> <li>Continued absconding from the classroom</li> <li>Repeated in school online safety incidents</li> <li>External online safety incident damaging the school's reputation</li> <li>External behaviour incident damaging the school's reputation</li> <li>Swearing at staff</li> <li>Throwing furniture</li> <li>Deliberate property damage</li> <li>Truancy</li> <li>Deliberately hurting another child or fighting</li> <li>Threatening behaviour or intimidation</li> <li>Other similar behaviour</li> </ul>	<p>Repeated Level 4 behaviours and failure to improve</p> <ul style="list-style-type: none"> <li>Leaving the school site</li> <li>Racist or negative language linked to sexual or gender orientation</li> <li>Misconduct of a sexual nature (age dependent)</li> <li>Established bullying including cyber bullying</li> <li>Physical assault</li> <li>Drug or alcohol related incident</li> <li>Bringing a weapon into school</li> <li>Severe damage to property</li> <li>Other similar behaviour</li> </ul>
<p><u>Dealt with by:</u></p> <ul style="list-style-type: none"> <li>Class teacher</li> <li>Support staff</li> </ul>	<p><u>Dealt with by:</u></p> <ul style="list-style-type: none"> <li>Class teacher</li> <li>Support staff</li> </ul>	<p><u>Dealt with by:</u></p> <ul style="list-style-type: none"> <li>Class teacher</li> <li>Support staff</li> <li>Learning Mentors</li> </ul>	<p><u>Dealt with by:</u></p> <ul style="list-style-type: none"> <li>Class teacher</li> <li>Support staff</li> <li>Learning Mentors</li> <li>SLT</li> </ul>	<p><u>Dealt with by:</u></p> <ul style="list-style-type: none"> <li>SLT</li> <li>External agencies</li> </ul>
<p><u>Consequences:</u></p> <ul style="list-style-type: none"> <li>Reminder of Ready, Responsible, Safe</li> <li>Conversations in the moment</li> <li>Reflective conversation</li> </ul>	<p><u>Consequences:</u></p> <ul style="list-style-type: none"> <li>Reminder of Ready, Responsible, Safe</li> <li>Moved space in the classroom (time age dependent)</li> <li>Partial break time time-out</li> <li>Reflective conversation at break time</li> </ul>	<p><u>Consequences:</u></p> <ul style="list-style-type: none"> <li>Time spent in a partner classroom for rest of the lesson</li> <li>Missed break time with teacher reflecting</li> <li>Learning Mentors called to intervene to de-escalate and re-engage</li> <li>Time off the playground with Learning Mentors in the Lounge</li> </ul>	<p><u>Consequences:</u></p> <ul style="list-style-type: none"> <li>Incident investigated in year group then SLT verbally alerted</li> <li>Detention</li> <li>Class teacher &amp; Learning Mentor to meet with parents</li> <li>Internal suspension</li> <li>Report card (2 weeks)</li> <li>Removed from the playground</li> </ul>	<p><u>Consequences:</u></p> <ul style="list-style-type: none"> <li>Escorted to SLT</li> <li>SLT and class teacher to meet with parents</li> <li>Suspension</li> <li>Governor hearing called</li> <li>Permanent exclusion</li> </ul>
<p><u>Reporting:</u></p> <ul style="list-style-type: none"> <li>Not logged on CPOMs</li> </ul>	<p><u>Reporting:</u></p> <ul style="list-style-type: none"> <li>CPOMs log with categories but no narrative</li> </ul>	<p><u>Reporting:</u></p> <ul style="list-style-type: none"> <li>CPOMs log with categories and short narrative</li> <li>Incident sent to parents via Gateway by teacher</li> </ul>	<p><u>Reporting:</u></p> <ul style="list-style-type: none"> <li>CPOMs log with categories and short narrative</li> <li>Incident sent to parents via Gateway by teacher</li> </ul>	<p><u>Reporting:</u></p> <ul style="list-style-type: none"> <li>CPOMs log with categories</li> <li>Incident sent to parents via Gateway by teacher</li> </ul>



# Rules

## READY RESPONSIBLE SAFE





# Rewards



House Points



Golden Aspire Bird



Aspire Winner

Wonderful Work



**Wonderful  
Work**



Reading Golden Tickets



Amazing Attendance



Golden ROOTS Award



# Communication

- School Gateway– ensure you are registered. You can report absence via Gateway.
- Our website – [www.greatlinfordprimaryschool.co.uk](http://www.greatlinfordprimaryschool.co.uk)
- Put a note in your child’s home reading journal – brought into school daily.
- Call the office to make an appointment.
- Speak to one of the adults on the gate in the morning.

## Important email contacts:



Great Linford  
Primary School

Year team: [year4@greatlinfordprimaryschool.co.uk](mailto:year4@greatlinfordprimaryschool.co.uk)

Office team: [office@greatlinfordprimaryschool.co.uk](mailto:office@greatlinfordprimaryschool.co.uk)

Pastoral team (Julie): [mentor@greatlinfordprimaryschool.co.uk](mailto:mentor@greatlinfordprimaryschool.co.uk)

Payment queries: [finance@greatlinfordprimaryschool.co.uk](mailto:finance@greatlinfordprimaryschool.co.uk)

Report absence: [absence@greatlinfordprimaryschool.co.uk](mailto:absence@greatlinfordprimaryschool.co.uk)

Breakfast club: [thrive@greatlinfordprimaryschool.co.uk](mailto:thrive@greatlinfordprimaryschool.co.uk)

Afterschool club: [enjoy@greatlinfordprimaryschool.co.uk](mailto:enjoy@greatlinfordprimaryschool.co.uk)

SENCO: [SEND@greatlinfordprimaryschool.co.uk](mailto:SEND@greatlinfordprimaryschool.co.uk)

Safeguarding: [dsl@greatlinfordprimaryschool.co.uk](mailto:dsl@greatlinfordprimaryschool.co.uk)

Complaints: [complaints@greatlinfordprimaryschool.co.uk](mailto:complaints@greatlinfordprimaryschool.co.uk)

Music lessons: [music@greatlinfordprimaryschool.co.uk](mailto:music@greatlinfordprimaryschool.co.uk)

Sports coach: [sport@greatlinfordprimaryschool.co.uk](mailto:sport@greatlinfordprimaryschool.co.uk)



# Pupil Premium

- Funding is given to schools for each child registered for pupil premium.
- This enables us to support these pupils in any way necessary to improve their education. This may include discounts for school trips and clubs.
- If you think you may be eligible to register your child as pupil premium, please speak to the office.
- Further information about how to apply and how this funding is used at our school is on the website.



# Our Protective Hands

- Each child has a protective hand. It lists 5 people they can go to if they are feeling sad or worried.
- Each class also has a connection box– this is checked daily.
- Our designated safeguarding lead is Mrs Dixon.



# Our expectations

- Good attendance – 96% and above
- Correct uniform and PE kits.
- Come to school prepared – water bottle and healthy snack
- Reading journals in school every day
- Read at home 5 times a week – journal signed by adults.
- Practise spellings and Maths Fluency Facts at home daily.



# Home Learning

- Home learning suggestions will go onto the website each half term.
- These are optional but celebrated in class.
- One 'winner' chosen per class each half term and celebrated in a home learning gallery.
- At our school, we don't have weekly 'homework' but we do expect children to read at home every day, practise their spellings and practise their fluency facts.



# Uniform

- Black/Grey trousers/skirt.
- Smart black shoes (no trainers)
- White or blue shirt/polo
- Navy blue cardigan/jumper
- No bracelets/necklaces/rings
- Earrings must be studs, not hooped.





# PE Uniform

- Navy blue or black trousers/shorts
- Blue or white plain t-shirt (or GL logo)
- Trainers suitable for outdoor wear
- Long hair tied up.
- Earrings removed.
- Children must wear their PE kit on PE days (rather than changing in school).





# History/Geography topics this year

Term	Project
Term 1	Geography: Settlements
Term 2	History: Romans
Term 3	History: Anglo-Saxons
Term 4	Geography: Rainforests
Term 5	History: Mayans
Term 6	Geography: Food



# Trips, Visits and Experiences

- Term 1 and Term 2- Swimming
- Term 1- Local Geography walk to Linford Manor Park.
- Term 2- Romans trip to the Discovery Centre at Bradwell Abbey (11.11.25)- further details will be sent in Term 1.
- Term 4- Geography walk to Stonepit Woods.



# Your child's progress

- Parent's evening will take place during the Autumn term and again in Spring:
  - 5<sup>th</sup> November 3:30 – 6pm
  - 6<sup>th</sup> November 3:30 – 7pm
  - 15<sup>rd</sup> April 3:30 – 6pm
  - 16<sup>th</sup> April 3:30 – 7pm
- Further information about booking these appointments will follow closer to the time.



# Questions?

