



POLICY FOR BEHAVIOUR

Our school is a place of sanctuary, strength and high achievement where all are heard, respected, encouraged and nurtured. Ever outward looking and rooted in the teachings of Jesus; as stewards of God's creation we aim to grow beyond all we can imagine.

In the spirit of our school's vision, this policy is written to ensure St. John's is a place for sanctuary for everyone. The guidance within provides the knowledge and skills to encourage mutual respect and the strength to act when individuals fall short of these expectations.

This Policy is reviewed every 3 Years by the Headteacher and ratified by a Governor.

Date Agreed:	28 th March 2019
Review Date:	28 th March 2022
Ratified by Governors:	<i>A Parker-Brune.</i>
Signed by Headteacher:	<i>AJ Smith</i>

POLICY FOR BEHAVIOUR

This policy should be read in conjunction with the following policies:

- SEN
- Anti-Bullying
- Child Protection & Safeguarding Policy

This policy is underwritten by our school Christian Values of:

- Friendship
- Forgiveness
- Trust
- Compassion

Equal Opportunities

This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2015
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010

At St Johns CE Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We recognise that everyone is different and special in the eyes of God; all are welcome here!

This policy has been reviewed regularly and is the result of developed practice and experience at St John's School over many years. It takes into account DFE guidelines and LA advice.

RATIONALE

At St John's School we believe that, in an ideal society, there would be no need for rules because the right thing to do would be obvious and everyone would want to do it. Although it is unlikely to be fully achievable, this principle guides our approach to establishing a context within which children can learn to make moral choices and to construct for themselves their own, rational, rules of conduct. Not all children will achieve the same level of moral awareness and such awareness only accumulates over time. In the meantime there have to be some rules, if only to protect children from themselves and each other. Rules are kept to a minimum and children are given a rational justification for them so that they are not seen simply to be arbitrary.

Put simply, rules have reasons. St John's School expects each child to behave with care and consideration for others at all times in line with the teachings of Jesus. There is an expectation that children will show responsibility for the school and its contents and for their peers, their feelings, emotions and possessions.

PRINCIPLES

The establishment of a sound, positive and caring ethos is not only an essential prerequisite for learning but also essential in developing our Christian school community.

Every child has the right to learn, feel safe and be nurtured in a school community built on trusting relationships and no child or adult has the right to disrupt this.

We also recognise that all behaviour shown by pupils is a form of communication and this is kept in mind by all staff at all times.

This policy will apply to all children of statutory school age unless a specific variation is agreed in their Individual Behaviour Plan and all staff have been informed.

RESPONSIBILITIES

All members of the school community - teaching and nonteaching staff, parents, carers, pupils and governors, work towards the schools aims by:

- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures and the value that we place upon them.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all bullying or harassment in any form.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging each other.

CHILDREN ARE TAUGHT:

We treat everyone with respect and consideration.

This means addressing others politely and avoiding hurtful and unkind comments. It also means taking into account other people's needs.

We move around the building safely and quietly.

This is to ensure everyone's safety and to promote a successful learning environment.

We take care of our surroundings and people's property

This means all members of the school community helping to keep the school tidy inside and out. It involves returning lost items to the owner providing they are clearly named – swapping belongings at school is not allowed.

We receive praise when things are done well

Praise and rewards for learning are based on effort and application rather than ability alone. Good manners, positive responses to our rules and our Core Christian values will also earn praise and reward.

We resolve disputes peacefully.

All disputes and disagreements are resolved by talking them through. It is never appropriate to sort out a problem by shouting or fighting. Fighting is not an acceptable part of school behaviour.

PSHE

PSHE sessions take place within class. These focus on personal and social skills development, and gives the children a platform where they can air their views and put forward ideas they have to bring about positive change. Two representatives from each KS2 class attend regular School Council meetings to present ideas and views expressed by the class

GOLDEN RULES

We endeavour to nurture our children to put others first through the attitudes of respect for self and others, self-discipline, tolerance, patience, kindness and love.

We do this by following "Golden Rules" (see appendix 4) throughout the school which are:

To put other people first we will always try to:

- 1) Be a good friend, showing kindness.**
- 2) Forgive one another when things go wrong.**
- 3) Show respect to everyone and everything**
- 4) Be the best that we can be using our God given gifts.**
- 5) Treat others as we would like to be treated.**

We expect our school community to subscribe to these general aims so that their children will grow towards adulthood with the qualities and values outlined above. In this way we aim to promote good citizenship.

We believe that our Golden Rules, worked out and negotiated with the children, will reflect the moral values that we wish to promote and provide the right ethos and environment for effective teaching and learning to take place and for the above aims to be realised.

- These Golden Rules have been worked out by the children at St John`s School (through the School Council)
- They reflect the moral values that St John`s School promotes.
- The Golden Rules are frequently reinforced by adults in the school e.g. *“Well done for being so kind”* or *“Do you know which Golden Rule you are breaking now?”*
- Children are awarded house points, stickers, Dojo points and Headteacher awards for exemplifying the Golden Rules and Christian values in their work and behaviour.

These statements will be displayed in all classrooms, and at various strategic points throughout the school. Each class will have its own set of 'housekeeping' rules, these will be regularly re-affirmed and published. These should be few in number and reflect the ideals outlined in above. Certain rules for learning should be also be encouraged, for example;

- We check we have the right work and equipment before we start.
- Adopt a good working position.
- We allow others to get on with their work.

WORSHIP

Worship is viewed as a very special time of day with its own rules and codes of conduct. All children should be encouraged to approach the Hall quietly – worship learning behaviour expectations are as follows:

- Sit still, quietly in your own space, keeping your hands and feet to yourself.
- Keep to the rules for good listening
- Look at the speaker
- Think and reflect about the words
- Only speak when invited to answer a question.
- Listen quietly to the music at the end of Worship and watch for a teacher to give you the signal to move.

INCENTIVES

We have a range of incentives to recognise effort and achievement. Verbal praise and encouragement form a normal and natural part of every teacher`s repertoire for drawing out from the child extra effort and greater achievement.

Examples of types of reward, recognition and encouragement around the school are:

- house points
- stickers
- Dojos

- use of Golden Time
- positive comments in exercise books
- prominent displays of pupils work
- Children show the Head teacher work of merit and distinction for him to endorse the teacher's praise and award a "Head teacher's Award"
- The Midday Meals Supervisors award good behaviour at lunch time with positive verbal reinforcement of rules and stickers.

SANCTIONS OR CONSEQUENCES

It is an important principle that sanctions should be as constructive as possible, aimed at putting right what has been done wrong, or by compensating for harm done, to people or property. The aim is to bring children to a better realisation of the consequences of their behaviour, not just for themselves, but for everyone else in their community taking into account individual needs and circumstances. It is important to challenge the *behaviour* and not the child as a person and to allow room for forgiveness and reconciliation. For most misdemeanours a word of warning or a verbal remonstrance is enough.

The following sanctions operate within the school. The stages reflect the severity or persistence of the child's behaviour:

STAGE 1 : REMINDER

Word of warning or a verbal remonstrance.

STAGE 2 : 1ST WARNING

Child to be given a visual warning with name written on board

STAGE 3 : SANCTION

KS1

Child sent to work elsewhere or given 'time out' as appropriate. occasionally, it may be necessary for a child to miss their break time to complete their work. Time removed from Golden Time The sanction is appropriate to the age of the child.

KS2

Child sent to work elsewhere, occasionally, it may be necessary for a child to miss their break time to complete their work. A supervised detention system operates during the lunch hour 12.30-1.00pm

STAGE 4 : SLT INTERVENTION

Child to be sent to EYFS, KS1 Lower Key Stage 2 ,Upper Key Stage 2
Phase leaders for the following;

Rudeness to adults, vandalism, inappropriate use of language & peer on peer issues such as quarrels. This is anti-social behaviour and will be recorded.

Depending upon the severity the Deputy Head and Headteacher may also become involved for example, Fighting.

Phase Leaders will complete a "Broken Rules" form. (Appendix 1) with the pupil. This incident will be logged in the Phase Leaders File or Bullying log. In exceptional circumstances it may be necessary to move straight to Stage 5.

STAGE 5

Parents will be informed if there are repeated or serious incidents of poor behaviour and will be invited in to discuss how the school intends to manage the behaviour. Examples of strategies to include setting behaviour targets (this may form part of an IEP).

Certain behaviours are unacceptable and warrant a more serious response and sanction

PLAN A

SANCTIONS FOR EXTREME BEHAVIOUR

Certain behaviours are unacceptable and warrant a more serious response and sanction

1. Pre-meditated attack
2. Unprovoked attack
3. Using a weapon with intent to harm
4. Bullying and harassment (including gender, race, religion, sexuality and disability)
4. Repeatedly leaving the care of the adult in charge, and not responding to warnings.

Procedure

- letter will be sent to the parent, a phone call will be made or possible fixed term exclusion (see p 12).
- The parent will be invited into school to discuss the situation and to develop, with the school, a behaviour improvement plan. Ultimate sanctions for non-cooperation or non-compliance with the behaviour improvement plan could result in exclusions of some kind.
- An ABC form (appendix 2) must be filled in by the Class Teacher (or relevant adult) and sent to the Head Teacher before a letter is sent home. If the behaviour of a child or children becomes a danger to the class, the Class Teacher should remove the class for their own safety and take them to another room and let another member of staff know.
- All classes have an 'assistance required' card which will be taken to the office or to a partner class if needed.

PLAN B

INDIVIDUAL BEHAVIOUR SUPPORT PLAN

This stage is for children for whom Plan A has not been effective in changing their behaviour for example: excessive time outs, loss of playtime, repeated visits to Phase Leader or repeated detention time week after week. This plan will be developed by a referral to the SENCo and the preparation of a Pastoral Support Plan will be devised with teachers and parents. (see example in appendix 3)

Aims of this plan are to:

- Inform and engage the parents and child in developing a plan around the behaviour
- Reduce anxieties surrounding the behaviour
- Keep to an absolute minimum manual handling of pupils. (EYFS staff and SENCo trained in Pro Act Scip).
- Ensure that observations and evidence for further analysis of behaviour is available to develop an understanding of the behaviour (ABCs, running record, Functional Analysis)
- Identify situations in which challenging behaviour is most likely to happen, situations in which it is less likely to happen and what the very early signs of difficult behaviour are
- Target behaviour that can be systematically rewarded. (Immediate, tangible rewards are most effective)

PRO ACTIVE – PLANNED STEPS

- Timetable changes
- Staffing
- Differentiation
- Use of key adults - the whole school informed
- Consistency of staff (actions and words)
- Plan action to support changes: -Tell the child and walk away
- Offer of help
- Use key words and simple sentences
- Teach consequences/boundaries - focused on a target behaviours
- Systematic rewards - immediately contingent upon target behaviour

Staff will have updates and reminders during staff meetings about ways in which to be proactive. Should the SENCo, Class Teacher and Parents feel it is appropriate a referral to the Specialist Teaching Services through the LIFT process (Local Inclusion Forum Team). As part of this process the Mainstream Minimum Standards need to have been met, and evidenced.

Discussions will be held with the child's parents and then a referral will be made. Should it also be necessary; a HNF application will be made to enable more bespoke augmented adult support for the child in school.

REACTIVE

Be aware of early signs and take immediate action (unexpected/unusual behaviours) Ensure action is taken to avoid escalation and handling:

- Adopt a positive approach such as providing 'time out'.
- Plan distraction.
- Offer clear boundaries.
- Transfer to a different adult if appropriate.
- As a school we only physically 'handle' children where there is a direct threat to them or others immediate safety (see manual handling policy)
- Individual Personalised Support Plan Sanctions should be as low-level as possible and short term.
- Low-level action that is consistent and certain is more effective than higher level action. Sanctions should be planned and fair, they must not in any way damage the relationship between pupil and staff.
- Consequences should be short term.

TIME OUT

- Time out is recommended to de-escalate patterns of behaviour.
- Time out should be planned and this plan should include the pupil as far as possible. Ideally pupils should move toward identifying their own need for time out.
- Time out should be managed with low key approaches. Use of symbols or signs can indicate that time out is recommended or needed.
- Time out should be used as close to the classroom as possible to avoid any need for moving the child. If the time out space is to be used for calming and as a directed sanction, staff action and words will need to make the difference very obvious.
- Visual support can also demonstrate difference (objects, pictures, gestures). If being used as a sanction, staff should avoid interaction and no activities/toys should be available.
- If it becomes obvious that pupils enjoy going to the time out space, ensure it is available to them subject to good behaviour. For some pupils, it could be included on a visual timetable and the 'Yes... when...' script used

PLAN C

PASTORAL SUPPORT PROGRAMMES (PSP)

There may be a small percentage of children whose behaviours and responses are difficult to predict or manage as a result of their individual additional needs. These behaviours could be building towards periods of exclusion.

If the main Behaviour Policy is not deemed to be appropriate for this individual, then a Pastoral Support Programme (PSP) will be put in place.

Their individual programme will be drawn up through multi- agency working and will involve the parents, Class Teachers, SENCO and Specialist Teaching Services. It will be reviewed regularly and all staff given a synopsis of outcomes. All staff will be aware of the outline of the programme and those involved. There are strict guidelines for the use of Pastoral Support Programmes and Part time education (see appendix 3).

BREAK TIMES

The above system of rules rewards and sanctions is to be applied to the whole school day. During the lunch time session positive and negative comments on behaviour should be fed back to the class teacher.

During the lunchtime playtime the children are given access to Lunch Club.

LUNCH CLUB

This is a nurture provision which is open to all children who may need to go to this. This is based in our R&R room and is monitored by a teacher daily during lunch time and is attended by both KS1 and KS2.

The Children on Plan C may have some adaptations to their playtimes to ensure the safety of all around them, for example; playing at a different time from their peers or in a different area.

PERVASIVE DEVELOPMENTAL DISORDER / AUTISTIC SPECTRUM.

A different intervention to a behavioural approach would be needed if the pupil has a Pervasive Developmental Disorder / is on the Autistic Spectrum.

This final section aims to describe different approaches, when responding to the behaviour of children with ASD. Whichever response is decided upon, it does need individual consideration at that level. The following strategies are aimed at reducing the underlying anxiety.

All children need to have boundaries and comply with school rules.

Children with an Autism Spectrum Disorder (ASD) can experience difficulties with social communication, social interaction and rigidity of thinking.

These difficulties can mean that they can misinterpret situations and that they find it difficult to explain their own behaviour and that of others.

These difficulties may also require the staff to make reasonable adjustments to support their lack of understanding and skills with their behaviour and to teach what appropriate behaviour is.

All staff to have autism awareness training to ensure that adjustments are made and pupils are not disadvantaged.

For pupils with ASD: School rules need to be presented visually.

- These pupils should have a positive behaviour plan which identifies strategies and rewards to be used when working with the pupil and is discussed with all staff working with the pupil and jointly agreed by the school and parents/carers.
- These plans should be reviewed termly. Some rewards will differ from whole class rewards as they will be pertinent to the pupil using their special interests and may be offered more frequently to reinforce appropriate behaviour.
- Pupils need to be taught to understand consequence.
- Communicate in Print/ comic strip conversations/ widget can be used to explain situations to the pupil.

Pupils need to be given access to:

- 'Time out' cards.
- Calm area.
- Box with relaxing activities / suggestions.
- Access to a member of staff to talk about their worries and any incidents.
- Structured activities during break and lunch times.
- Access to a structured social skills programme.

EXCLUSION (See KCC Policy which has been adopted)

In very rare cases, a child's behaviour may be so disruptive that it begins to affect the education and welfare of other children in the school. If a pupil's behaviour does not change in response to the usual forms of behaviour management, the head teacher may exclude the child from the school for a short period. Parents, Governors and the LEA would all be informed in these incidences. Should fixed term exclusions continue, meetings between the parents and school would be arranged.

The purpose will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated. A written record of the meeting will be made and an PSP action plan agreed.

In extreme cases, repeated behaviour leading to numerous fixed term exclusion could lead to permanent exclusion. In this instance the school adopts and refers to the policy of the Local Authority.

OUTSIDE AGENCIES

Any concerns or worries about a child may be discussed with the SENCO and other members of staff in the school on a 'need to know' basis. For some pupils' the visiting Specialist Teaching and Learning Service teacher will be consulted and there may be times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and Head Teacher, or as the result of discussion at a termly Pupil Progress Meeting.

Parents or carers will always be consulted before any referral to an outside agency and written consent obtained. Outside agencies will need information; therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. (Use of the ABC sheets is recommended). The relevant forms will need to be completed. Referrals to LIFT (Local Inclusion Forum Team) will require the completion of the Mainstream Standards and a Class Teacher referral form.

Outside agencies include:

- Specialist Teacher Services –
- Behaviour and Learning Therapy services
- Occupational Health, Speech and Language,
- Physiotherapy.
- School Nurse
- Education Psychology Services
- Social Services
- Family Doctor
- Healthy Young Minds
- Paediatrician

MONITORING

A copy of this policy will be shared with all staff.

The class teacher is responsible for overseeing the operation of this policy for all children in her/his class. In light of this policy the senior management team will continually monitor the behaviour throughout the school.

A log of serious incidents is kept in the Deputy Head's office. This policy will be evaluated through consultation with all the parties involved, i.e. children, parents, carers, staff and governors. Agreed changes to this policy will then be incorporated as necessary.

Every day is a new day – we start each day with a fresh positive approach.

SUPERVISION

Supervision is available for all staff to talk through situations and issues which may arise.

COMMUNICATION

If parents feel that problems they are experiencing with their children at home are caused by something happening at school, we would expect parents to approach us. Equally we expect that parents will take us into their confidence where problems at home may affect children at school.

Appendix 1

 BROKEN RULE REPORT 	
Phase	
Pupil's Name	
Date	
Broken Rule : (State Golden Rule)	
Details of Incident	
Consequences Agreed	
Signature of child	
Signature of Phase Leader	

Appendix 2



How to use an ABC chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the *antecedent* or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the *behaviour* that occurred e.g. X threw item on the floor.

'C' refers to what occurred after the behaviour or the *consequence* of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child

ABC (Antecedent, Behaviour, Consequence) Chart Form

PASTORAL SUPPORT PLAN

NAME	GENDER	ETHNIC ORIGIN	DOB	SEN SUPPORT/ CiC/EHCP	UPN
SCHOOL	CLASS / TEACHER		START DATE OF PSP	CO-ORDINATED BY	

PSP TIME LIMIT AND REVIEW DATES	HOW WILL THE PUPIL KNOW THAT THEY ARE 'ON TRACK'?
WEEKLY PLAN	(ongoing recognition of weekly success)
<p>Week one: 9.30-10.30. Key person to meet mum andat the school office</p> <p>Week two:9.30-11.30 As above</p> <p>Week three: 8.50 – 11.30 key person to meet mum andfrom the school playground</p> <p>Week four: 8.50 – 12.30to stay to eat lunch with peers</p> <p>REVIEW DATE SET FOR.....</p> <p>Week five : 8.50 – 1.05to stay for whole of lunch time</p> <p>Week six: 8.50- 2.30to stay for the majority of the afternoon, but to exclude the end of the <div style="text-align: center;">day to enable a calmer end of day</div></p> <p>week seven :8.50 – 2.30 (as above)</p> <p>week eight 8.50- 3.20to stay for the whole day but to continue with the meet and greet/key <div style="text-align: center;">person approach at start and end of day</div></p>	<p>.....will settle into school routine and engage with key person to discuss the activities set for each session</p> <p>.....will be able to participate in playtimes with peers</p> <p>.....will enjoy receiving verbal praise and tangible rewards such as certificates and stickers</p> <p>.....will engage more with learning activities and allow adult support as/when required</p>

PUPIL PROFILE	
WHAT IS GOING WELL?	WHAT IS NOT GOING WELL
<ul style="list-style-type: none">has good peer relationships and is able to participate in structured activities for short spaces of timeis able to engage well in (name specific subject area/task/activity)is able to show resilience in Maths lessons and can be challenged to complete further activitiesis able to cope well with most transitions throughout the day 	<ul style="list-style-type: none">can sometimes find the start and end of the day difficultcan often call out answersgenerally has low self-esteem and confidence, particularly in writing tasksstruggles with unfamiliar adults e.g. PPA afternoons or Supply stafffinds prolonged play activities difficult and struggles if the rules of the game changesstruggles to accept adult direction without argumentstruggles to be in the right place if things aren't going to plan

PUPIL COMMITMENT	PARENTAL COMMITMENT
<p>I will try to treat all other children consistently gently in school – no reported incidents of hurting others or disrupting their learning</p> <p>Signed.....</p>	<p>We will use positive communication with our child and school to reinforce expected behaviours</p> <p>We commit to the PSP process e.g. we will attend meetings and follow through with an agreed action points</p> <p>Signed.....</p>

SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES
<p>Mr Jones (CT) will ensure that</p> <ul style="list-style-type: none"> -has a safe space within the classroom or vicinity - has sufficient time forto answer a question - givea note pad or white board to write down answers 	<p>STLS – commitment to support school staff to discuss and suggest possible strategies/support to ensure that the PSP is a success</p>

PROACTIVE (How will adults know that I'm calm, relaxed and ready to learn?)	ACTIVE (How will adults know that I'm on the edge/ becoming anxious?)	REACTIVE (How will adults know that I'm that I'm ready to explode?)	RECOVERY (How will adults know that I'm returning to my calm feeling?)
<ul style="list-style-type: none"> ○ I will be smiling ○ My body will look relaxed ○ I will be able to ask my teacher if I need help ○ I will put up my hand to give my teacher answers ○ I will complete the task or activity 	<ul style="list-style-type: none"> ○ I will chew my jumper ○ I may shout out answers ○ I may get upset or say rude words to my friends ○ I may not let my teacher help him ○ I may use my safe space to calm 	<ul style="list-style-type: none"> ○ I may use swear words ○ I may run away to the playground ○ I may throw something ○ I may shout 	<ul style="list-style-type: none"> ○ My swearing has stopped ○ I have returned to the school – perhaps gone to my safe space ○ I have stopped shouting or throwing things ○ I will take a drink of water, if I am offered one ○ I will start talking about different things – I like talking about my favourite football team
What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?
<ul style="list-style-type: none"> ○ Adults will smile back – everyone likes to smile!! ○ My teacher will say 'well done' if I put my hand up or use my note book to write the answers down ○ My teacher will always try to give me help if I need it 	<ul style="list-style-type: none"> ○ My teachers will remind me to put my hand up or use my note book to write the answers down ○ My teachers will remind me that my friends do not like it when I shout at them ○ My teachers will remind me to use my safe space and give me time to be myself ○ My teachers will give me thinking time to help me to remember to make the right choices 	<ul style="list-style-type: none"> ○ My teacher will make sure that I am safe – they will need to know where I am, but will not chase me ○ My teachers need to make sure that others are safe – if I throw something at another person, I will be removed from the classroom, or the other children will be removed 	<ul style="list-style-type: none"> ○ My teachers will be happy when I am safe – they will tell me this ○ My teachers may offer me a drink of water ○ My teachers will talk to me about things that make me happy, before talking about what happened...

HOW WILL I KNOW THAT I'M DOING WELL?	WHAT WILL HAPPEN TO HELP ME GET BACK ON TRACK?
<p>I will see lots of smiley faces!</p> <p>My reward chart will be full up!</p> <p>I will be able to join my friends at playtime for a longer time</p> <p>I may enjoy coming to school</p>	<p>I may need a Buddy or a teacher at playtimes or spend more time in my classroom</p>

Review dates (to be written in from the beginning of the PSP process)	
	Actions from the review meetings
Week 4: Date.....	
Week 8: Date.....	

Be a good friend, showing kindness.

Forgive one another when things go wrong.

Show respect to everyone and everything.

Be the best that we can be using our God given gifts.

Treat others as we would like to be treated.