

Behaviour Policy

Overton School



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Approved by:	Tracy Francis, Services Manager
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1. Rationale:

Fostering Positive Behaviour Policy

Overton School is committed to the provision of tailored education to meet the needs of all students, implementing therapeutic support towards whole child development. Students realise their personal potential to communicate effectively, contribute to wider society and to prepare for adulthood with the life skills required to support independence and resilience.

Our fostering positive behaviour policy is in place to:

- Promote respect for others and the environment
- Promote self-regulation and self-reflection
- Ensure safety
- Promote dignity
- Encourage attendance and punctuality
- Equip students with bank of individualised strategies
- Support students to identify emotions and manage these effectively
- Make a positive contribution to the school and wider community
- Embed British Values and SMSC
- Promote equality
- Develop social skills and positive peer interactions
- Provide structure and routine
- Link to employability and lifelong learning
- Promote happiness

2. Aims

- To provide a structured system in which effort and behaviour can be recognised and rewarded.
- To foster a culture in which staff regularly use praise and rewards to ensure students improve standards of work and behaviour.
- To provide a system that is clearly understood and valued by students and consistently applied by staff.
- To raise parental awareness of school life and the celebration of student achievement in a cohesive and consistent way by (using telephone, email, messages and student books).
- To provide a variety of rewards to recognise different levels of effort, ability, behaviour and achievement.
- To give a high profile to rewards using assemblies, notice boards, the school website and classroom displays.
- To provide students with valued documents as evidence of attainment and achievement.
- To involve form teachers, teachers, teaching assistants and SMT in celebrating the achievements of students in their form/year.

3. School Rules:

School rules are in place across the school to support students to remember what the expectations are for positive behaviour. Students regularly receive praise for following the school rules to reinforce positive behaviour throughout the school.

- Use kind words
- Use kind hands and feet
- Show good listening
- Respect each other
- Stay safe
- Make good choices
- Be helpful
- Respect Property



4. Senior Leaders

- The Senior Leadership Team (SLT) will lead behaviour management and give support in its implementation.
- SLT will undertake quality control monitoring of departmental policies to ensure rigour and uniformity of positives and needs work.
- SLT will undertake work scrutiny and lesson observations to ensure effective implementation of the Behaviour Policy.

5. Subject Leaders

- Teachers will differentiate all class work and homework appropriately to challenge students, progress learning and deter poor behaviour. They will provide a variety of tasks during lessons.
- Where appropriate, teachers will set regular, meaningful home learning tasks to support classroom learning. This will be communicated with parents and carers via email or telephone.
- Subject Teachers will organise and appropriate restorative work if required for students in Key Stage 3 to 5. They will ensure that this is recorded by 5.00pm on the day of the incident and ensure that parents are informed.
- Teachers will give students feedback about their learning regularly in line with the school and departmental marking policies to encourage positive attitudes to learning and behaviour.
- Teachers will give regular praise, encouragement and rewards in line with the Rewards Policy.
- Lessons must be well organised and as far as possible:
- Staff and students should arrive punctually to lessons:
- Regular classroom routines should be promoted – e.g. students enter the classroom, take out equipment, put bags away.
- Lessons should commence promptly, with all students attentive.
- Teachers to use PACE to support engaging pupils throughout the lesson.
- Resources should be ready and prepared for the start of the lesson.
- Lessons should always be concluded in an orderly manner and equipment put away ready for the next lesson.
- The following are examples of strategies that could be used to deal with any behaviour issues that arise in lessons:

Eye contact

Smiling and use student names to build rapport

Verbal warning

Change of seat

Speaking quietly on a one to one basis when the rest of the class is working

Use of seating plan

Additional work

Use of student planners for notes to parents

Speaking to the student at the end of the lesson

Teachers remain calm and focus on the behaviour rather than the person, use language to promote a focus on work and give praise as soon as possible.

6. Form Tutors

- Form tutors monitor attendance, punctuality and home learning and take appropriate action if concerns arise. This includes contacting parents via letter, email or phone. Student planners should be checked weekly if suitable for that pupil.
- Form tutors set and review appropriate targets in relation to behaviour and attendance regularly. Progress against targets may be monitored by using a form tutor report.
- Form tutors will attend strategy meetings with parents and carers along with SMT to support positive behaviour and change.

7. Form Tutors and Senior Leaders

- Form Tutors and Senior Leaders will work together to:
 - Set targets for students and review their progress in order to improve behaviour.
 - Attend strategy meetings.
 - Build robust reward charts and plans to support positive behaviour
 - Have form tutor meetings to ensure pupils are ok. (check in time)
- Senior Leaders will ensure that form tutors carry out their responsibility to monitor students in their form and provide praise, support and interventions as required.
- If, following form tutor action, further misdemeanours occur or there are on-going concerns, the Principal/senior leaders may use any of the following strategies:
 - Letter home/phone call
 - A Pastoral Support Plan
 - A further specified meeting to seek strategies to support positive behaviour.
 - Parents invited in for meeting with Principal and Form tutor.
 - Internal and external support mechanisms are selected to meet individual student needs.
 - Serious offences for example bullying, abuse of staff may be directly referred to SLT or the Principal as appropriate. It is then the responsibility of the SLT and the Form Tutor to resolve the problem and implement support mechanisms. Targets and a review date may be set.
- SLT and Form tutors will monitor the behaviour of students in a set class and will advise when students should be excluded from offsite activities due to the behaviour in question. All students are allowed to attend any school trip/off site activity, but may be excluded due to evidence of the following:
 - Pose a risk to themselves, others or possibly the general public.
 - Poor behaviour on the morning of the agreed trip – to be agreed with the SLT, form tutor and the trip co-ordinator.
 - Risk assessments or individual behaviour support plans indicate otherwise.
 - Anyone at the Principal's discretion, in exceptional circumstances.

8. School Rules:

School rules are in place across the school to support students to remember what the expectations are for positive behaviour. Students regularly receive praise for following the school rules to reinforce positive behaviour throughout the school.

- Use kind words
- Use kind hands and feet
- Show good listening
- Respect each other
- Stay safe
- Make good choices
- Be helpful
- Respect Property

9. Rewards:

At Overton School we believe that students should be recognised for their achievements and positive contribution to the school. As such, we implement rewards at all levels as appropriate to the needs and interests of our students. Rewards include but are not limited to:

- Verbal and/or written praise
- Phone call or message to parents/carers
- Head Teacher Awards
- Class Dojo Points
- End of the day rewards.
- End of Term/Year prizes
- Student of the Term/Year
- Attendance rewards
- Individual work - reward systems within lessons/the school day
- Visits and Trips
- Golden Time rewards.

The implementation of the above supports us as a school to reinforce positive attitudes, recognise and celebrate achievement and progress, promote positive attitudes and behaviour for learning, promote positive peer relationships and support students to develop their self-esteem and foster well-being.

10. What we do to support Positive Behaviour:

We recognise that the young people we work with may have difficulty in managing their behaviours within the school day. We recognise that students may present with what can be considered as challenging behaviours and that these behaviours are often an unconscious reaction to external factors such as sensory stimulation. At Overton School we are committed to support as much as possible to navigate these incidences and develop tools for the future through adopting the following strategies:

- All staff assume that behaviour has a function and strive to identify possible triggers
- House Model of Parenting
- PACE Model
- Consistent Routines
- Individual Schedules/Visual Schedules
- Language of choice

- Distraction and redirection
- Incredible 5 Point Scale
- Sensory Regulation Activities built in to school day
- Work Reward schedules where appropriate
- Break out spaces
- Social Autopsies (to support reflection and informed steps)
- Peer Mediation where appropriate
- Points system – class dojo/visual & points systems where appropriate
- Modelling expected behaviours
- Reinforcing Rules and Expectations
- Tactical Ignoring
- Acceptance and ‘New Start’ ethos
- Regular input through Multi Disciplinary Team meetings
- Analysing of data relating to behaviours to address any patterns that arise

11. Supporting Documentation:

All of our students at Overton School have their own individual needs and whilst there are whole school systems in place to support behaviour, we are mindful that each of students also requires and individualised approach to supporting their positive behaviour. Each of our students has an Individual Behaviour Support Plan in place that outlines prevention strategies, potential triggers, secondary prevention, crisis intervention and recovery.

We also recognise that students may respond to external factors and stressors differently in different situations. As such, each student has an individual risk assessment which is adapted to include strategies to be implemented in alternative scenarios.

Our supporting documentation is advised as much as possible through observation and input from clinical professionals.

- IBSP
- IEP's
- ECP (Education and care planning document)
- Risk Assessments
- Clinical Reports

12. Serious Incidents

- Serious incidents will be dealt with by the Principal, Deputy Head teacher or other SMT. Parents will be informed, actions that may be considered are:
 - Review of timetable
 - Review of educational setting (home education for a short time of alternative education provision implanted within the timetable for that pupil.
 - Review reward system
 - Review pupils individual targets
 - Support from MDT (Heather Granger)

13. Fixed Term Exclusions

- Students may be given fixed term exclusion for serious breaches of behaviour. Examples of reasons for exclusions are given below:
 - Serious damage to property
 - Harmful behaviour to pupils or staff
 - Serious disruption to the school resulting in other pupils feeling unsafe
- A fixed term exclusion can be given for up to 45 days in one academic year.
- Work MUST be set for the period of exclusion.
- Parents/carers are requested to attend a meeting on the student's return from fixed term exclusion with their form tutor and the Principal. A summary of the discussion will be documented and emailed out to parents/carers.

14. Permanent Exclusions:

Rational

- Overton School is committed to ensuring the safety and welfare of all pupils. We will ensure that all other options are exhausted prior to any decision is made regarding a permanent exclusion. Our approach is to support and guide our pupils to successful outcomes for their future and enabling pupils to make positive choices. Through support and working alongside a multi-disciplinary team we are committed to preventing permanent exclusions.
- Only the Principal has the authority to make the decision to exclude a pupil from Overton School. This may be fixed term exclusion (FTE) (up to a maximum of 45 school days in a single academic year) or in this case permanent exclusion (PEX).
- A permanent exclusion will only take place if a serious breach or persistent breaches of Overton schools behaviour policy; and where allowing the pupil to remain at Overton School would seriously harm the education or welfare of the pupil or others in the school.

15. Investigation of serious Incidents

The following guidelines are closely adhered to:

- Incidents such as fighting, bullying, theft, racism and vandalism are investigated and dealt with by the Principal. Where possible a second member of staff should be

present. Any comments/questions should be focused on what has been reported. The outcome must not be pre-judged.

- A written report is completed by the student as soon as possible after the incident has occurred, or where assistance is needed, a member of staff may write the report. This should then be read back to the student and written confirmation of the accuracy of the content obtained before it is signed and dated by the student.
- Where necessary, a written report may be required from a member of staff. Incidents of racism must be logged in the racist incidents file held in the pupils record as BMC incident.
- For very serious incidents such as drug use, large-scale theft, possessing of offensive weapons or assault a second person is present from the start of the investigation, whose role could be to scribe comments and/or ask additional questions. Drug related incidents are reported directly to the member of SLT and the guidance of the Drugs Education Policy should be adhered to.
- Serious accusations against members of staff should be reported immediately to the Principal/DSL.
- Any Child Protection issues should be reported to the Principal or the member of SLT responsible for Child Protection/Safeguarding.
- Parents should be contacted, as appropriate.
- It is priority to conclude questioning and have written reports on the day of the incident prior to the student(s) being sent home.
- By the end of the following day, the final outcome and action is agreed and carried out. However, if additional information and evidence is required, then interim measures may be set in place e.g. modification to class groups, fixed period of exclusion, while further investigation occurs.

16. Physical Intervention

- At Overton school we encourage positive behaviour throughout the school to enable our pupils to make positive choices and to express themselves in a positive manner. There are times when pupils become dysregulated and require support from staff, either verbal de-escalation to support them to calm or physical intervention to support them to stay safe. Physical intervention is always introduced as a LAST RESORT when all other avenues and strategies have been exhausted.
- PRICE (Protecting Rights in a Caring Environment)
- Always as a **Last resort**
- Least restrictive
- Least amount of time
- Support mechanisms in place.
- Verbal de-escalation to avoid any physical intervention.

Repair – what do we do to repair?

- We repair relationships by ensuring that pupils and staff are debriefed following any incidents.

- Reintegration meetings support the rapport between the pupil and the staff member involved. They also support the feeling of acceptance and the development and next steps stage that supports pupils to reflect on their own behaviour and how to do things differently next time. This is an important part in ensuring pupil's behaviour is monitored and the reflective process helps to change behaviours for the future.
- Use of Safety Plans help, support pupils when they feel anxious. This document looks at what pupils require from staff and what staff, require from pupils. It also highlights reflection on the positives such as "what do I see when I am happy"?

17. Post 16 students – Higher Functioning Students – Study & Extra – curricular Participation

- Devote a significant amount of time each week to independent study. This will include consolidation of work done in class and wider reading or research. At least 5 hours independent study should be devoted to each single Advanced Level/BTEC Level 3/Level 3 Certification each week.
- Participate in all activities specifically arranged for sixth formers by departments.
- Undertake no more than 8 hours per week paid employment during term time.
- Represent the school, if selected, in sports, music/drama or other out of school hours opportunities.
- Become involved in community activities of their choice, such as prefect, in-class support, reading club, learning support and mentoring. Regulations and procedures
- Abide by the school Code of Conduct as displayed.
- Behave in an appropriate manner as a senior member of the school.
- Dress appropriately for study at school, avoiding extremes of fashion, immodest and inappropriate forms of dress, as outlined in detail in the Post 16 Requirements booklet. Avoid extremes of hairstyle.
- Ensure that mobile phones are only used within the Sixth Form area and switched off in all lessons and meetings.

18. Monitoring:

- It is the responsibility of all staff to ensure that positivity and consistency is consistently applied to all students.
- SMT will undertake lesson observations, in line with the Teaching and Learning Policy, to ensure effective lesson structuring and behaviour management.
- Form Tutors along with SMT will ensure that effective records are maintained of department reports and parental contact. The information will be placed on a student's file.
- SLT will monitor the appropriate use of rewards and implementation of strategies highlighted within pupils IBSP documentations.
- A record of actions and exclusions is kept on file and can be accessed via the school drive.

19. Procedures

- Teachers give verbal praise and feedback during and at the end of lessons. This has a positive impact on students' self-esteem and gives them a sense of control over their own learning. Recognising achievement and explaining the next steps to improve learning contributes to effective 'assessment for learning'.
- Positive bonus Points are awarded for pupils who excel in class or throughout the school day/week.
- It is the responsibility of the issuing member of staff to record the positive bonus point on the Class Dojo system and point sheets.
- Pupils can keep track of their own points gained on Class Dojo.
- Class dojo points are calculated on a daily basis and are visual in class for pupils to see. These points can also be viewed online in class at a designated time with the teacher.
- Postcards Home are sent to students who make consistent or outstanding progress in a subject by class teachers. They have a value of 5 class dojo bonus points.
- Principal's Commendations are awarded for:
 - A consistently good or better standard of work / engagement
 - An outstanding single major piece of work/performance/contribution which may far exceed the expectation for the student concerned.
- Attendance Certificates (years 7 – 13) are awarded to students whose attendance is above school target. Pupils who achieve 100 % attendance are awarded with a certificate and a prize.
- "Pupil of the Term" is nominated every term, recognising effort or improved engagement/attainment in a subject.

Code of Conduct

At OVERTON SCHOOL we believe that good behaviour, good manners and a calm atmosphere lead to an effective learning environment which enables students to really succeed. There is a Code of Conduct which all students are expected to follow in order for us to achieve a quality environment for everyone.

Students should:

- Arrive on time - ready to work.
- Have all books and equipment (appropriate to ability and class)
- Follow instructions.
- Show respect for others and their property.
- Work hard with all class work.
- Be safe

OUTSIDE THE CLASSROOM

Students should:

- Show good manners and politeness to all.
- Wear uniform correctly
 - ✓ Smart all black shoes
 - ✓ Outdoor coats removed
 - ✓ Permitted jewellery only
- Behave appropriately no running or shouting around the school
- Show respect to the structure of the building.
- Place all litter in school bins or hand to a member of staff.

Please remember that:

- Students are not allowed off site without permission.
- Students should show consideration for local residents and neighbours.

Above all we should treat each other and any visitors in the school with consideration and respect and strive to do our best in everything we do. In this way we will make OVERTON SCHOOL a more effective, pleasant and attractive place for everybody.

Rewards

Class Dojo Points

Good behaviour and hard work is rewarded and recorded with Class Dojo Points.

There are certificates and rewards for students who achieve a certain level of Class Dojo Points every Term.

Students can receive extra bonus points for:

- Good quality of homework
- Outstanding class-work
- Superb performance
- Improvement in behaviour
- Exemplary manners
- Helpfulness
- Community contribution
- Excellent attendance
- Immaculate uniform
- Any other behaviour seen praiseworthy

Other REWARDS

Actions that your teachers will take when there is good behaviour

- Verbal praise
- Positive point
- Stickers on work
- Positive comments on work
- Informing parents with a call /text
- Certificates
- Gift rewards/vouchers
- Student of the week/month/term, subject certificate
- Outside school activities such as trips including international trips

Sanctions

- **At Overton School we have high expectations of all pupils to always act morally and work to the best of their ability to achieve their targets.**

Class Dojo points reflect a level of reward at the end of each week. Our aim is not to demean pupils and shame pupils but to encourage and support them to fulfill their reward aims each week. Sanctions will happen in the form of a lower number of Dojo points earned that week resulting in Golden time being utilized as a reflective practice and catching up on work that has been missed.

Below are some other sanctions that could be used if behaviour is witnessed.

- Verbal warning
- Changing seat
- Sent to another class
- Tidy up classroom

- Alternate break and lunch times
- Pupil to write a letter to the offended
- Filling 'Think Sheet'
- Review of safety plan
- Target setting meeting
- Contact / Letter to parents
- Meeting parents
- Temporary exclusion / off site education
- Permanent exclusion

Appendices

1.1 Parent – School – Student Agreement

“Together we lay the quality foundations of our children’s future”

Parent/Guardian’s responsibilities:

I/we will make every effort to ensure that:

1. My/our son/daughter attends School regularly and where possible does not take holidays or other ‘days off’ during term time. I/we will provide reasons for absences.
2. My/our son/daughter arrives at School on time, with appropriate dress and equipment.
3. OVERTON SCHOOL is informed about any concerns or problems that might affect my son/daughter’s academic progress or behaviour.
4. OVERTON SCHOOL’s policies and guidelines for behaviour are supported.
5. My/our son/daughter is supported with coursework, homework, preparation for examinations and extra-curricular activities.
6. I/we will attend parents’ evenings and/or talk with staff about our son’s/daughter’s progress. I/we will respond to letters and other information about our son’s/daughter’s progress and examination entries.
7. My/our son/daughter will be encouraged to become involved in some of the many opportunities provided by OVERTON SCHOOL e.g. trips and visits, sporting activities, music and drama, examination revision sessions.
8. My/our son/daughter understands the need to keep OVERTON SCHOOL environment clean, tidy and safe and that I/we could be called upon to pay for any damage to property if this arises.

Parent: _____

Signature: _____

Student’s responsibilities:

I will make every effort to:

1. Attend all registrations and lessons regularly, punctually, properly equipped and in OVERTON SCHOOL uniform.
2. Discuss any problems or concerns relevant to OVERTON SCHOOL with members of staff.
3. Keep OVERTON SCHOOL Code of Conduct, the classroom rules and the ICT contract.
4. Complete all homework and assignments set and hand them in by the deadlines.
5. Keep my parents informed of all OVERTON SCHOOL activities such as coursework deadlines, parents’ evenings, examination timetables and out of OVERTON SCHOOL activities.
6. Be a positive and active member of OVERTON SCHOOL and where possible take part in some of the many opportunities made available by OVERTON SCHOOL.
7. Keep OVERTON SCHOOL and its grounds clean, tidy and pleasant and I will not deliberately abuse or damage OVERTON SCHOOL property.

Student: _____

Signature: _____

OVERTON SCHOOL - School's responsibilities:

We will make every effort to:

1. Contact parents/carer if there is a problem with attendance, punctuality, dress code or equipment.
2. Listen to any parent and/or student concerns and we will respond promptly to any letters or telephone calls.
3. Inform parents about any concerns or problems that affect their son's/daughter's progress or behaviour.
4. Consistently and fairly apply OVERTON SCHOOL code of conduct, classroom rules and the behaviour policy.
5. Set, assess and monitor class work, coursework and homework and we will provide support for the satisfactory completion of the work.
6. Send regular information home about progress and academic achievement and arrange parents' evenings during which progress will be discussed
7. Provide a range of extra-curricular activities and encourage student participation
8. Provide a safe, clean, well-equipped and attractive learning environment.

1.2: Initial Concern Form

Name:			
Gender:		DOB:	
Home Language:		Date:	

Criteria	Details of Concern
Language and literacy	
Writing: Letter formation, spelling, sentences, handwriting, fluency	
Reading: word attack skills, phonics, sight, vocabulary, fluency and confidence	
Speaking and Listening: fluency, confidence, ability to follow instructions, discrepancy between oral reading and writing skills.	
Speech and Language: immature language, speech patterns of impediments, communication with peers and adults.	
Mathematics	
Counting, number operations, number recognition, sequencing, sorting, matching, measurement, shape, space, time, money.	
General learning skills	
Concentration, co-operation, work completion rate, independence, dependent upon staff support, ability to work without support in groups.	
Personal and Social Development	
Self-esteem, confidence, motivation, poor organisation of self and equipment, attendance and punctuality.	
Behavioural	
Disruption to others, frequently out of seat, general off-task behaviour, makes noises, aggressive behaviour towards others or property, response to 'authority.	

An e-version can be found under the staff portal.



1.3 : Class Dojo Rewards Name: _____ Week commencing: _____

Monday	Period 1		Period 2	Period 3		Period 4		Period 5
Engage								
Attitude								
Communication								
Target 1								
Target 2								
Bonus Points								
Totals								

Daily Total

Tuesday	Period 1		Period 2	Period 3		Period 4		Period 5
Engage								
Attitude								
Communication								
Target 1								
Target 2								
Bonus Points								
Totals								

Daily Total

Wednesday	Period 1		Period 2	Period 3		Period 4		Period 5
Engage								
Attitude								
Communication								
Target 1								
Target 2								
Bonus Points								
Totals								

Daily Total

Thursday	Period 1		Period 2	Period 3		Period 4		Period 5
Engage								
Attitude								
Communication								
Target 1								
Target 2								
Bonus Points								
Totals								

Daily Total

Friday	Period 1		Period 2	Period 3		Period 4		Period 5
Engage						Golden		Time
Attitude						Reward		afternoon
Communication								
Target 1								
Target 2								
Bonus Points								
Totals								

Daily Total

Weekly total



Class Dojo Points

Dojo Points	Certificate level	Reward during golden time
70-90	Bronze	Activity on site
90-110	Silver	Trip out
110 +	Gold	Paid trip out

1. Points explained – The total number of points a pupil can earn is **5** this includes:

- Engage
- Attitude
- Communication
- IEP target 1 (if applicable) or another dojo key target
- IEP Target 2 (if applicable) or another dojo key target

2. Giving out Dojo points:

When reviewing points at the end of the lesson with pupils (**last 5 minutes of the lesson**) it is essential that staff are all **consistent** in our approach to handing out dojo points. See table below:

	Target	Criteria for Dojo Point
1	Engage	<ul style="list-style-type: none"> • Pupils must show they have engaged in the lesson and completed the LI.
2	Attitude	<ul style="list-style-type: none"> • Pupils must show they have shown a good level of attitude throughout the lesson, including being respectful to staff and peers.
3	Communication	<ul style="list-style-type: none"> • Pupils must show they have communicated in a positive manner to staff and peers in class (showing respect) • Pupils must communicate if they require they want to leave the room for any reason. (Going to the toilet/requiring time out).
4	IEP Target 1/ appropriate target from Dojo bank	<ul style="list-style-type: none"> • Pupils must show they have met their specific target or the target from the dojo bank.
5	IEP Target 2/appropriate target from Dojo bank	<ul style="list-style-type: none"> • Pupils must show they have met their specific target or the target from the dojo bank.



Example of full points in every lesson below

Day	Period 1	Period 2	Period 3	Period 4	Period 5	Total
Monday	5	5	5	5	5	25
Tuesday	5	5	5	5	5	25
Wednesday	5	5	5	5	5	25
Thursday	5	5	5	5	5	25
Friday	5	5	5			
			Total			
			115			

For example, If a pupil is (3/4 points down) from gaining a gold we need to use our professional judgement and make sure that if we feel that a pupil has been overall excellent in their approach to learning for that week we need to upgrade to a gold certificate.

3. Redeeming points:

It is the responsibility of the Form teacher to ensure that the points for each pupil are updated for every lesson and redeemed by lunchtime every Friday.

Once the points are redeemed and certificate grade is decided, then a print off of the Dojo end of week report is produced and must be given to either the Principal or Deputy along with the correct certificate by 2:30 pm on a Friday.

It is good practice to save the Dojo report in a file in public so we can print off for any future documents/reports.

1.4: Safety Plan

MY SAFETY PLAN

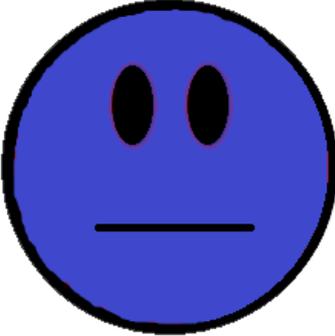
Key Area of Difficulty –

 STRENGTHS	<u>How do you know when things are going well?</u> .
	<u>What would you and others notice?</u>
	<u>What helps things to keep going well?</u> .

 TRIGGERS	<u>When something happens and I start to struggle, my warning signs are:</u>
	<u>Things I can do to help:</u>
	<u>Things that other people can do to help:</u>

Key Points:

 OUTBURST/CRISIS	<u>When things are becoming really difficult, my warning signs are:</u>
	<u>Things I can do to help:</u>
	<u>Things that other people can do to help:</u>

 Afterwards/Calm	<u>What could I do to make things better?</u>
	<u>What could other people do to make things better?</u>
	<u>What are our goals for next time:</u>

<u>We also discussed</u>

We agree to review the Safety Plan at the beginning of the next term.

Signed by me _____ Date: _____
Signed by my Form Teacher _____ Date: _____
Signed by the Head of School _____ Date: _____
Signed by my Key worker _____ Date: _____

1.5: Reflection Log/Think Sheet

Reflection Log/Think Sheet

Name: _____ Class: _____
Date: _____

I was not: Following Rules Being Respectful Being Safe Listening
(Circle all Following Directions Being Cooperative Being Responsible
that apply)

Other: _____

Describe what happened:

I should have:

What should you have done differently?

If I had done this:

What would have been different?

So from now on I:

My Signature: