**Responding to behaviours**

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| **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?)** |
| * + I will be smiling
	+ My body will look relaxed
	+ I will be able to ask an adult if I need help
	+ I will sit on the carpet/at my desk looking at the adult speaking
	+ I will complete the task or activity
 | * + I will chew my jumper
	+ I may shout
	+ I may get upset or say rude words to my friends
	+ I may not let my teacher/adult help me
	+ I may use my safe space to calm
	+ I will fidget more
 | * + I may use rude words
	+ I may run away from adults
	+ I may throw something
	+ I may shout
 | * + My rude words have stopped
	+ I have returned to the classroom – 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 football – My favourite team/player is……
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| **What could be the triggers/ causes to these feelings/behaviours** | **What could be the triggers/ causes to these feelings/behaviours** | **What could be the triggers/ causes to these feelings/behaviours** | **What could be the triggers/ causes to these feelings/behaviours** |
| * I’ve eaten and feel full
* I’ve had a good night’s sleep
* My Key Person greets me at the door and settles me into an enjoyable task
* The visual timetable has been explained
* The room is not too noisy or busy today
 | * I’m hungry
* I’m tired
* My key person is not in today
* There is too much noise
* I do not know what is expected of me
* I don’t feel safe
 | * I’m scared
* I’m overwhelmed
* I’m only functioning at flight/fight or freeze responses
 | * I’m exhausted
* I might feel embarrassed/ ashamed
* I might feel sad and cry and need some comfort
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| **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?** |
| * Adults will smile back – everyone likes to smile!!
* My teacher will say ‘well done’ if I put my hand up on the carpet
* An adult might give me a ‘thumbs up’ because I’m sitting nicely on the carpet/at my table
* My teacher will always try to give me help if I need it
 | * My teachers will remind me to put my hand up or have a carpet/table moving break
* 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
 | * My teacher will make sure that I am safe – they will need to know where I am, but will not chase me
* My teacher will try to make sure that I know that I am safe too
* 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
* Adults will need to know where I am by watching me. This keeps me safe
 | * My teachers will be happy when I am safe – they will tell me this
* I will be offered a comfy, quiet area to relax in
* 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…
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| **What are the consequences of this?** | **What are the consequences of this?** | **What are the consequences of this?** | **What are the consequences of this?** |
| * I will gain reward time to play with ……….
* Adults will smile and tell me that they are pleased with my …… (be specific)
* I will get a certificate to take home saying what has happened today
* Stickers will be added to my chart
 | * Adults will be pleased if I make good choices and use my calm spaces before returning to class
* There is no ‘bad’ consequence for taking time out to feel better
 | * I will be spoken to by an adult
* My parents/carers will be told about what happened
* I may miss out on some activities
* I will be helped to stay safe by the adults for the next time I feel upset
* Referral to behaviour policy – I may have to miss out on a school trip/visit
* Ensure reasonable adjustments are made to meet the needs of the child
* Consider risk assessment and PSP paperwork
 | * I will be given time and space to feel ‘okay again’
* I will be asked when I’m ready to return to the daily routine
* I will be offered a drink of water
* I may be asked to discuss what has happened using a comic strip conversation
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