

Oldfield Primary School's Learning Behaviour Curriculum

Introduction

This document is the basis for planning and delivery within each year group for the school Learning Behaviour Curriculum. The key principle of this document is the belief and understanding that children can be taught how to behave and follow school expectations. Whilst the behaviour policy outlines how behaviour is managed, this document outlines how behaviour is taught. This enables the establishment of a school culture where pupils and staff flourish.

Intent

- All children are aware of what positive learning behaviours look like.
- Positive learning behaviours are consistently modelled by all staff across the school.

- Pupils are enabled to be self-reflective of their own behaviours.
- When pupils do make the wrong choices, all staff will respond promptly, predictably and with confidence.

Our School Values

Kindness, Respect and Resilience

We are **kind** to others with our words and actions.

We **respect** all the children and adults who we see each day.

We show **resilience** in our learning to keep trying and remember the power of 'yet'.

Our School Motto:

It's fun to learn

Our School Vision Statement

To enable every individual regardless of ability to achieve their full potential, to prepare for future life and to become life-long learners, developing a thirst for learning and to become good citizens equipped for the challenges of the 21st century. In order to achieve this, we guide them in the following way:

- To develop an understanding of self
- To develop an understanding of relationships
- To develop an understanding of society and British Values

- To develop an understanding of the environment

Through exposure to a wide range of teaching and learning experiences, pupils will achieve their full potential as independent, thinking learners. Relevant, enjoyable and enriching activities will develop their thirst for life-long learning.

Our belief is that every child deserves to succeed regardless of his or her ability.

Children Learn Best When They:

- Are challenged appropriately with consideration to pace, support and extension
- Feel safe and secure in a caring and supportive environment where getting things wrong is acceptable
- Are stimulated
- Are given opportunities to succeed
- Have high expectations of themselves
- Feel that what they are being taught is relevant to their later life and learning
- Are exposed to a variety of teaching and learning styles
- Are given opportunities to develop confidence and self esteem
- Are given the appropriate inclusive curriculum for all abilities
- Build on previous learning both cross curricular and cross phase
- Are exposed to a variety of stimulating resources
- Are taught by a variety of specialists as appropriate
- Have parents and other members of the community who support them in their learning
- Have access to a variety of learning mediums
- Consider, respect and value others.

What can children at Oldfield Primary School expect from all members of staff?

All the adults at Oldfield Primary School will treat children with **kindness** and **respect**.

We will try to listen and understand the child's point of view if there is a problem.

We will try to explain ourselves clearly and model **resilience** for the children.

Learning behaviours approach

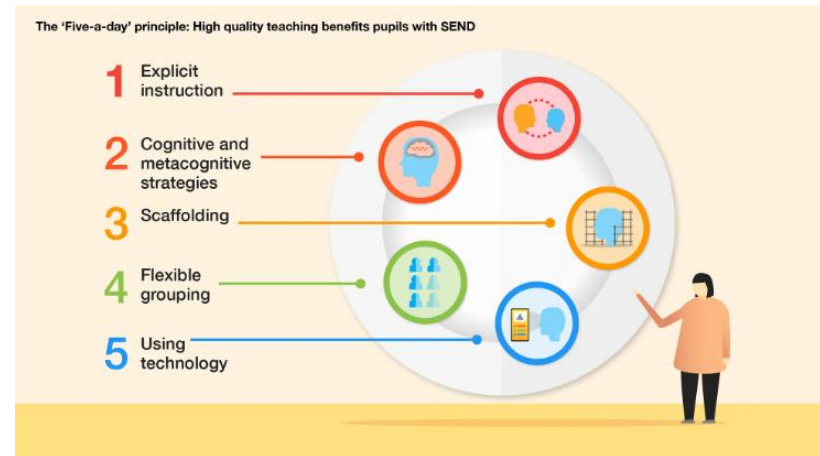
The purpose of focusing on learning behaviours is to support pupils in becoming successful independent learners. One of the key drivers within our school curriculum is that children develop skills for learning, understand how they learn and develop strategies for times when they find learning hard. Opportunities to develop these skills are incorporated across the curriculum so that children are able to make greater learning gains. The skills we focus on aim to combat a range of potential learning barriers. We intend to promote them in an accessible way for school and families to work together to encourage and develop children.

Inclusion

Our expectations of all of our children are very high.

We encourage all children to have high expectations of themselves and their peers.

Some children find it easy to make good choices about Learning Behaviours in school and some find it harder than others. There can be a whole range of reasons why this is the case. Just like if children find Maths, or Reading, or PE tricky, everyone in the Oldfield community will help and support them, but each child is expected to work hard on it too. We expect all our children to work at making good choices and believe they can.

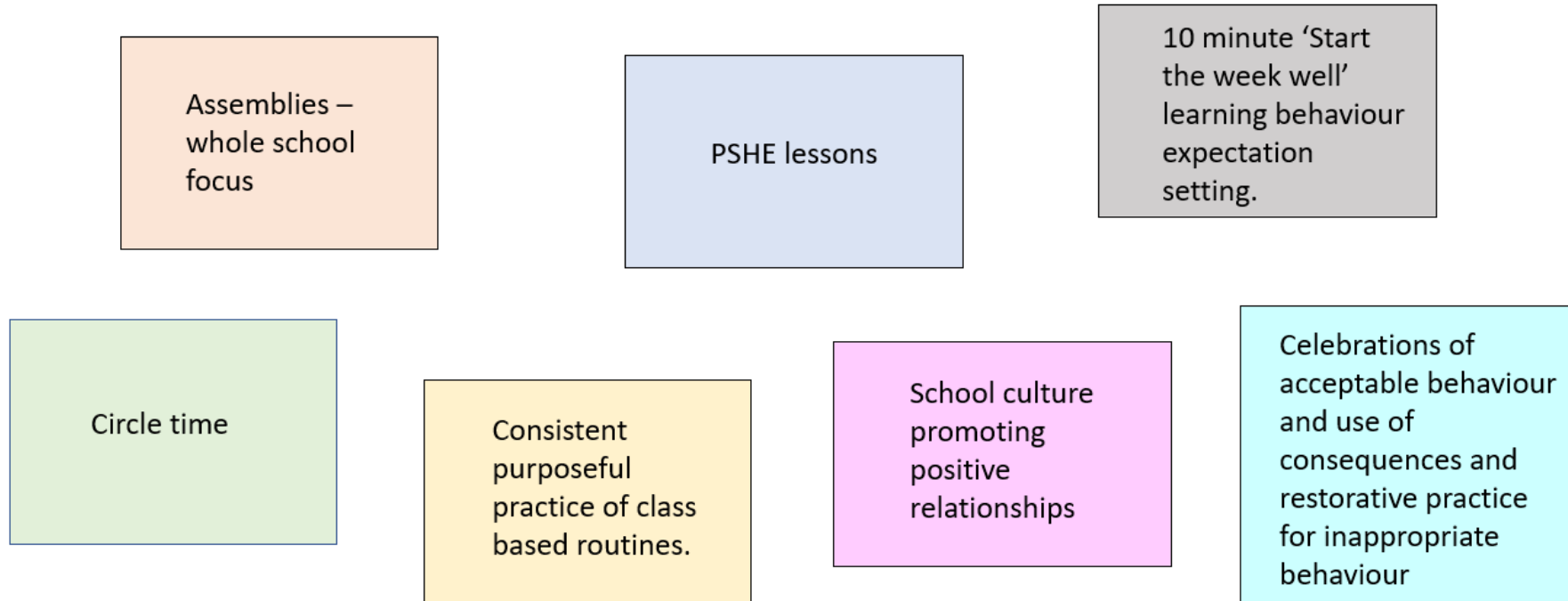


This is supported by the Education Endowment Foundation (EEF) advice for Special Educational Needs in Mainstream Schools, which recommends teaching children with SEND specific Cognitive and Metacognitive strategies to enable to them to develop independence in their own learning journey.

If you would like to learn about Inclusion at Oldfield, please access our website for the Inclusion Policy and/or contact our Inclusion Lead.

Implementation

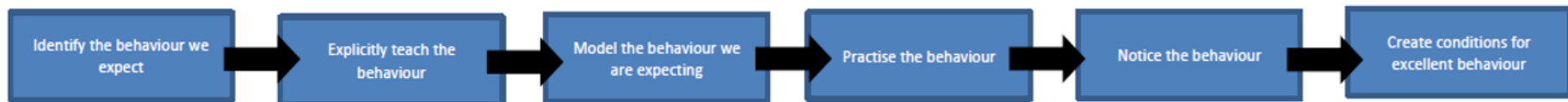
We implement our intended behaviour curriculum through several deliberate and strategically planned approaches.



Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. Oldfield Primary School sets out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school (see more information on this in the Appendices below).

Routines and expectations are taught explicitly across the Autumn term alongside the traditional National Curriculum subjects. This enables routines and expectations to be revisited and to become automatic. At the start of each term, the routines and expectations are revisited with pupils and will continue to be reinforced throughout the year. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practice these (particularly in the first few days of term).

Process for teaching expectations



Staff within the school will receive regular training to ensure they understand the expected behaviour and so they are skilled in the process of teaching this.

ESTABLISH YOUR EXPECTATIONS ① ② ③ ④ ⑤

DECIDE YOUR EXPECTATIONS **COMMUNICATE YOUR EXPECTATIONS** **REINFORCE YOUR EXPECTATIONS** **REDIRECT, CORRECT OR CHALLENGE** **SUSTAIN YOUR EXPECTATIONS**

WALKTHRU "You establish what you establish" Bill Rogers.

RELATIONSHIP & RELATIONSHIPS If you tolerate low standards, you have established that this is the norm so this is what you will get.

ADAPT If you establish that you will take action, students learn to function with your higher expectations.

Whatever you establish becomes the norm: "What you permit, you promote".

Walkthrus by Tom Sherrington and Oliver Caviglioli will also continue to be used to support staff understanding in implementation.






We hold the Attachment Aware Schools Award - Bronze level (July 2025) and will continue to refresh staff's understanding of this approach. This means we are attachment aware, trauma informed and trained in Emotion Coaching.

The key elements of our values

Kindness	Respect	Resilience
<p>We smile and greet people when we see them.</p> <p>We use kind hands, feet and words.</p> <p>We use a kind tone when speaking to others and look for ways to make others feel good.</p> <p>We offer to help and support everyone in our school community, without being asked, which includes clearing up after ourselves.</p> <p>We invite others to join in games or activities.</p> <p>We share and take turns.</p> <p>We show that we care by paying attention when someone is talking.</p> <p>We try and understand how others might feel.</p> <p>We try to stand up for classmates who feel left out, or picked on (in a safe and respectful way).</p>	<p>We take part in our lessons and do our best to succeed.</p> <p>We follow the rules and expectations within the classroom and around the school.</p> <p>We listen and give our full attention when someone is speaking and wait our turn to talk.</p> <p>We speak politely to others saying “please,” “thank you,” and “excuse me” and say “sorry” when we’ve made a mistake.</p> <p>We celebrate differences in culture, language, opinions or need and know that everyone has something to offer our community.</p> <p>We take care of our own belongings and those of the school.</p> <p>We understand that sometimes other people need some personal space or time.</p>	<p>We understand that mistakes help us to learn.</p> <p>We understand the power of ‘yet’. We might not be able to do it <i>yet</i>, but we can succeed if we keep trying.</p> <p>We try to learn from feedback without giving up and we ask for help if we need it.</p> <p>We try to keep a positive attitude even when things are hard, by using encouraging self-talk (e.g. “I can do this!”)</p> <p>We use strategies from our Zones of Regulation toolkit when need to manage our emotions.</p> <p>We take responsibility for our actions and try to make amends if we have impacted others.</p> <p>We share our learning strategies with others.</p> <p>We set ourselves small goals and celebrate our successes.</p> <p>We are proud of our own progress.</p>

We help our children to learn and understand these values through the use of Learning Behaviour characters: Kind Kylie, Respectful Rory and Resilient Rita.

<p>Kind Kylie</p>  <p>*To be designed by the children.</p>	<p>I smile and greet people when I see them.</p> <p>I use kind hands, feet and words.</p> <p>I use a kind tone when speaking to others and look for ways to make others feel good.</p> <p>I offer to help and support everyone in our school community, without being asked, which includes clearing up after myself.</p> <p>I invite others to join in games or activities.</p> <p>I share and take turns.</p> <p>I show that I care by paying attention when someone is talking.</p> <p>I try and understand how others might feel.</p> <p>I try to stand up for classmates who feel left out, or picked on (in a safe and respectful way).</p>
<p>Respectful Rory</p> 	<p>I take part fully in my lessons and do my best to succeed.</p> <p>I follow the rules and expectations within the classroom and around the school.</p> <p>I listen and give my full attention when someone is speaking and wait my turn to speak.</p> <p>I speak politely to others saying “please,” “thank you,” and “excuse me” and say “sorry” when I’ve made a mistake.</p> <p>I hold the door for others.</p>

	<p>I know that everyone is different and that is a good thing.</p> <p>I take care of my own things and things within school.</p> <p>I understand that sometimes other people need more personal space or time than me.</p>
<p>Resilient Rita</p> 	<p>I can think about my own learning journey.</p> <p>I understand that mistakes help me to learn.</p> <p>I understand the power of 'yet'. I might not be able to do it yet, but I can succeed if I keep trying.</p> <p>I try to learn from feedback without giving up and I ask for help if I need it.</p> <p>I try to keep a positive attitude or Growth Mindset even when things are hard, by using encouraging self-talk (e.g. "I can do this!")</p> <p>I use strategies from my Zones of Regulation toolkit when I need to manage my emotions.</p> <p>I take responsibility for my actions, say sorry and try put it right if I have upset, or hurt someone else.</p> <p>I share my learning strategies with others.</p> <p>I set myself small goals and celebrate my successes with my friends, family and teachers.</p> <p>I am proud of my own progress even if it is small.</p>

We break these down into the elements we will focus on each term as follows:

Learning behaviours - Curriculum Progression									
Year Group	Autumn term			Spring term			Summer term		
	Kind Kylie	Respectful Rory	Resilient Rita	Kind Kylie	Respectful Rory	Resilient Rita	Kind Kylie	Respectful Rory	Resilient Rita
Reception	<p>I can smile at people when they talk to me.</p> <p>I can learn about how to use kind hands and feet from my teacher.</p>	<p>I can learn the expectations of my classroom and new school.</p> <p>I can listen to the adults in my classroom.</p>	<p>I can start to understand what the Zones of Regulation colours mean and listen to my adult explain the feelings of happy, sad, cross, tired or excited.</p> <p>I can say sorry if I hurt someone else or break something.</p> <p>I can listen to how we will celebrate the successes we have.</p>	<p>I can show kind hands and feet when I am sitting on the carpet.</p> <p>I can listen to my teacher and follow instructions to tidy up.</p>	<p>I can listen to the adults in my classroom and on the playground.</p> <p>I can listen to the opinions of my friends.</p>	<p>With encouragement, I can keep trying even when the task I am doing is tricky.</p> <p>I can say sorry if I hurt someone else or break something.</p> <p>I can say how I feel.</p>	<p>I can show kind hands and feet when I am sitting on the carpet, during discovery time and on the playground.</p> <p>I can share and take turns.</p>	<p>I can say 'please' and 'thank you.'</p> <p>I can hold the door for others children in my class on the way to lunch.</p>	<p>I can listen to a teacher tell the class about a mistake he/she has made and how it has helped he/she to learn.</p> <p>I can say sorry if I hurt someone else or break something and think about how I feel and they feel using Z of R.</p>

Year 1	<p>I can smile at people when they talk to me and say 'hello.'</p> <p>I can use kind hands, feet on the carpet and in the playground when I am playing.</p>	<p>I can learn the expectations of my classroom and new Key Stage.</p> <p>I can listen to the adults in my classroom, playground and around the school.</p>	<p>During a topic, as a class, we can look at a learning pit and think about where we are as a class. We can talk about strategies for getting out.</p> <p>With support, I can explore the zones and put myself in a zone based on how I feel.</p> <p>I can listen to how we will celebrate the successes we have.</p>	<p>I can tidy up straight away when asked to.</p> <p>I can share and take turns with my friends.</p>	<p>I speak politely to others saying "please," "thank you," and "excuse me"</p> <p>I can hold the door for my classmates and familiar adults.</p>	<p>I can listen to my teacher explaining what feedback is and start to respond positively when I hear feedback.</p> <p>I can say sorry and with lots of support, try to put it right if I have upset, or hurt someone else.</p>	<p>I can share and take turns with everyone even when the teacher isn't looking.</p>	<p>I can say "sorry" when I've made a mistake.</p> <p>I can listen to the opinions of my friends, other children and adults.</p>	<p>I can use the word 'yet' to help me understand how to start to use a Growth Mindset approach.</p> <p>With my class, I can explore Zones of Regulation strategies or a 'toolkit' for the Red zone.</p>
Year 2	<p>I can smile at people when they talk to me and say 'hello' and 'how are you?'</p>	<p>I can learn the expectations of my classroom and how Year 2 children</p>	<p>During a topic, I can put myself on a learning pit given to me by my teacher and talk about where I am</p>	<p>I can tidy up my things after each lesson without support from an adult.</p>	<p>I speak politely to others saying "please," "thank you," and</p>	<p>I can discuss how to respond well to feedback.</p> <p>I take responsibility for my actions, say sorry and with</p>	<p>I can take turns when I am working as part of a group.</p>	<p>I can say "sorry" when I've made a mistake and discuss what I</p>	<p>I can use the word 'yet' when I am talking about having a Growth Mindset.</p>

	I can use kind hands, feet at all times. I am learning about using kind words.	behave around the school.	with adult support. We talk about strategies for getting out as a class. With my class, I can explore Zones of Regulation strategies or a 'toolkit' for the Red zone. I can listen to how we will celebrate the successes we have.	I can invite others to join in games or activities.	"excuse me." I can hold the door for my classmates and familiar adults.	some support, try put it right if I have upset, or hurt someone else.	I can show that I care by paying attention when someone is talking.	could do next time. I can listen to the opinions of others even if they are not the same as mine.	With my class, I can explore Zones of Regulation strategies or a 'toolkit' for more than one zone.
Year 3	I can smile and greet people when I see them. I can use kind hands, feet and words –	I can learn the expectations of my classroom and Key Stage 2. I can hold the door for others or wait politely	With guidance, I can draw a 'learning pit' during a topic, think about where I am and think of strategies to get out. I can use ideas we have	I can clear up after myself without being asked and offer to help others. I can invite others to join in	I can take care of my own things and remember what I need to take home. I can even make myself a	I take responsibility for my actions, say sorry and independently try put it right if I have upset, or hurt someone else. I can have a go at something	I can take turns when I am working as part of a group. I can show that I care by paying attention when	I take part fully in my lessons and do my best to succeed. I can listen to the opinions of others politely even if I	I can reflect on example of when I have used a Growth Mindset and when I haven't and what difference it made.

	<p>especially on the playground .</p> <p>I can explain why others might feel sad or unhappy.</p>	<p>if someone is coming through already.</p>	<p>discussed in class to make a Zones of Regulation toolkit for at least two zones.</p> <p>I can listen to how we will celebrate the successes we have.</p>	<p>games or activities.</p>	<p>checklist if I need to.</p>	<p>and use my own strategies before I ask for help.</p>	<p>someone is talking.</p>	<p>don't agree. With support and sentence starters, I can disagree politely.</p>	<p>I can use scenarios and roleplay to help me explore Zones of Regulation strategies in different situations.</p>
Year 4	<p>I can smile and greet people when I see them.</p> <p>I can explain why others might feel sad or unhappy.</p> <p>I can use kind hands, feet and</p>	<p>I can learn the expectations of my classroom and how Year 4 children behave around the school.</p> <p>I can take care of my own things and remember what I need</p>	<p>I can independently draw a 'learning pit' during a topic, think about where I am and think of strategies to get out.</p> <p>I can use ideas I have been given to make a Zones of Regulation toolkit for at</p>	<p>I can clear up after myself without being asked and offer to help others.</p> <p>I can offer to include others even if they aren't my closest friend.</p>	<p>I take part fully in my lessons and do my best to succeed even if I find it tough or not my favourite thing.</p> <p>I can listen and give my full attention when someone is</p>	<p>I set myself small goals and celebrate my successes with my friends, family and teachers.</p> <p>I can explain what I am proud of and why my hard work meant I succeeded.</p>	<p>I can use a kind tone when speaking to others and think about how they might feel.</p> <p>With the help of a teacher, I try to stand up for classmates who feel left out, or picked on</p>	<p>I can follow the expectations for in and around school at all times.</p> <p>I know that everyone is different and that is a good thing.</p>	<p>I can act on feedback from others a reflect on my learning journey.</p> <p>I am starting to be more independent and consistent with using my Zones of Regulation strategies and can talk</p>

	words all the time.	to take home and have ready for lessons without being prompted lots of times.	least two zones. I can listen to how we will celebrate the successes we have.		speaking and wait my turn to speak.		(in a safe and respectful way).		about it to others.
Year 5	I can hold the door for others and smile as they pass. As appropriate, I can have a polite conversation about how another person is that day – including with adults around the school.	I can learn the expectations of my classroom and how Year 5 children behave around the school. I can take care of my own things and remember what I need to take home and have ready for lessons without being	I can think about my learning journey for Year 5 plan some small goals. I can design my personal Zones of Regulation toolkit and explain it to others. I can listen to and contribute to how we will celebrate the successes we have.	I can offer to help and support everyone in our school community, without being asked, and work together to keep my classroom area tidy. I can offer to support and spend time with others even if they aren't my closest friend.	I take part fully in my lessons because I want to succeed and improve my own learning. I can listen and give my full attention when someone is speaking, wait my turn to speak and provide a thoughtful,	With guidance, I can help younger children to manage use strategies to manage their emotions and their Growth mindset. I set myself a range of short-term goals and celebrate my successes with my friends, family and teachers.	I can use a kind tone when speaking to others and look for ways to make others feel good. I can try to stand up for classmates who feel left out, or picked on (in a safe and respectful way).	I can follow the expectations for in and around school at all times and model to for all the younger children. I can genuinely respect differences in culture, language, opinions or need.	I can act on feedback from others a reflect on my learning journey. I can use scenarios and roleplay to help me explore Zones of Regulation strategies in more nuanced and grown-up social situations.

		prompted at all.			polite response.				
Year 6	<p>I can hold the door for others and smile as they pass.</p> <p>As appropriate, I can have a polite conversation about how another person is that day – including with adults around the school.</p>	<p>I can learn the expectations of my classroom and how Year 6 children behave around the school.</p> <p>I can demonstrate these skills to others around the school.</p>	<p>I can think about my learning journey for Year 6 plan some small goals.</p> <p>I can design and articulate my Zones of Regulation toolkit to others.</p> <p>I can listen to and contribute to how we will celebrate the successes we have.</p>	<p>I appreciate that feelings change over time and I can cope with it.</p> <p>I can empathise with others, appreciating that people act in different ways in certain situations.</p>	<p>I can be a role-model to others on how to take care of my belongings and the school.</p> <p>I can notice good examples of younger children holding the door for others, or wait politely if someone is coming through already and thank them for it.</p>	<p>I can independently help younger children to manage use strategies to manage their emotions and their Growth mindset.</p> <p>I can get on with a task and give it my best because I want to rather than because I have been told to.</p>	<p>I can always use a kind tone when speaking to others and look for ways to make others feel good.</p> <p>I can act as an advocate for views and beliefs that may be different from my own.</p>	<p>I can genuinely celebrate differences in culture, language, opinions or need and I know that everyone has something to offer our community</p> <p>I understand that everyone needs personal space at times, especially about sensitive issues.</p>	<p>I can articulate my Zones of Regulation toolkit to others and consistently use it. I can discuss complex social situations and how I could react.</p> <p>I can reflect on my learning journey so far and fine tune my strategies for success.</p>

Appendix 1

These are the expectations that have been shared with the children.

*Adapted as appropriate for the year group.



Are you ready to learn?

1. Sitting up straight
2. Legs folded on carpet or flat on floor under chair
3. All chair legs on the floor
4. Hands empty
5. Looking at the person speaking
6. Listening to the person speaking
7. My tools for learning are ready (pen, pencil, books etc)

Playtime and Lunchtime

The expectations:

- You will use kind hands, feet and words when you play with others.
- You will try to include anyone who looks left out or sad (although some children may just enjoy watching the play, or sitting quietly and that is ok).
- You will tell an adult if you see others forgetting our school values.
- You will listen to the adults on the playground and always be polite to them.
- You will line up in silence straight away at the end of playtime and walk calmly to your classroom so you are 'ready to learn.'

Transitions between lessons in the classroom

The expectations:

- You teacher will give you a short movement break between lessons.
- You will listen to the instructions.
- You will follow the instructions calmly.
- You will use your indoor voice.
- You will gather your equipment for your next lesson.

Assembly

The expectations:

- You will come into the hall silently.
- You will listen respectfully to the person leading your assembly.
- If you are asked to talk to a partner you will use a quiet inside voice.
- You will stop immediately when the 'Stop Signal' hand is raised.
- You will wait silently at the end for your turn to leave the hall.

Walking around school

The expectations:

- You will walk on the left-hand side of the corridor.
- You will be quiet so you do not disturb other learning.
- You will hold the door for another person if someone is waiting. You could smile and say something like 'after you' if you'd like to.

When it is not my normal class teacher or classroom

This could be for PE, Music, Computing, Foundation and Rotation, or a trip outside school.

The expectations:







- You will treat all adults who are with you with equal respect.
- You will listen to the instructions.
- You will follow the instructions calmly.
- You will arrive with the correct equipment/kit for your lesson/trip.

Appendix 2

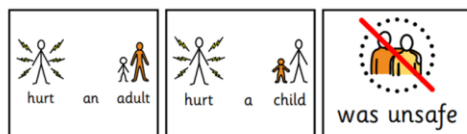
These are the consequences that have been shared with the children.

All of our actions have consequences

Some are natural consequences and others are consequences your teachers put in place.

<p>Saying unkind words</p> 		<p>Natural consequences: You will make people feel sad and they might not want to play with you.</p>
<p>Hurting others</p> 		<p>Natural consequences: You will make people feel scared of you and they might not want to play with you.</p>
<p>Stopping learning in the classroom.</p> 		<p>Natural consequences: You will stop other children from learning and make them feel cross and frustrated with you. They might not want to play with you, or sit with you.</p>

Actions have consequences



Deliberately really hurting another child or adult, or being really unsafe to yourself, or others, will result in a morning, or afternoon with another class. You will be given work by your teacher to take with you and a reflection card. You will be expected to sit and do it by yourself.

Your grown-ups at home will be told about what happened too. Afterwards, you will be expected to apologise.

Reflection and Reset

Name: _____

Date: _____ Time: _____

What I did that was unexpected:

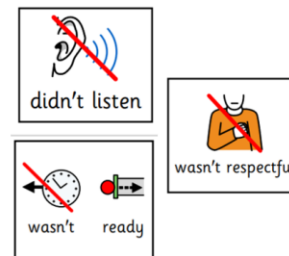
My unexpected behaviour made people:

What mood was I in:

What is my plan for next time:

Actions have consequences

If you have been warned and continued to do the following:



This will result in 15 minutes (timed) with another class.

You will be given work by your teacher to take with you and a reflection card.

You will be expected to sit and do it by yourself.

Afterwards, you will be expected to apologise.

If it happens more than once in a week, your grown-ups will be told.

Reflection and Reset

Name: _____

Date: _____ Time: _____

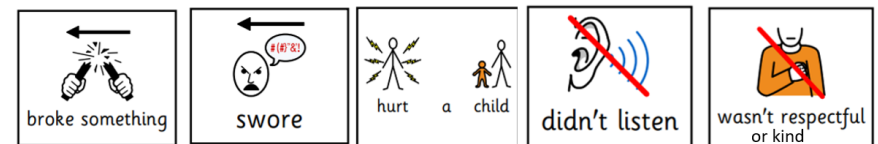
What I did that was unexpected:

My unexpected behaviour made people:

What mood was I in:

What is my plan for next time:

Actions have consequences at lunchtime and breaktime



If you make the wrong decisions on the playground at lunchtime or breaktime, you will be asked to sit and reflect on your behaviour for 5-10 minutes with a timer. You may be asked to complete a reflection card. Afterwards, you will be expected to apologise.

If your behaviour is very serious on the playground e.g. you have really hurt someone, you may have a more serious consequence and someone on the playground will talk to your class teacher and Mrs Page (see next slide).

Reflection and Reset

Name: _____

Date: _____ Time: _____

What I did that was unexpected:

My unexpected behaviour made people:

What mood was I in:

What is my plan for next time:

Appendix 3

Examples of how we support children.

Every Monday morning, we will have 10 minutes of 'Learning Behaviour' time when we remind ourselves about our expectations and talk about Zones of Regulation as a class.



If we spot you making poor choices then we will support you to make better ones.

We could do this by helping you to talk about it.



How can you help yourself?

<p>The BLUE zone</p> <p>How might you feel?</p> <p>sad tired bored moving slowly</p> <p>What might help you?</p> <p>Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes</p>	<p>The GREEN zone</p> <p>How might you feel?</p> <p>happy okay focussed ready to learn</p> <p>What might help you?</p> <p>The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?</p>	<p>The YELLOW zone</p> <p>How might you feel?</p> <p>nervous confused silly not ready to learn</p> <p>What might help you?</p> <p>Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break</p>	<p>The RED zone</p> <p>How might you feel?</p> <p>angry frustrated scared out of control</p> <p>What might help you?</p> <p>Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help</p>
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Reflection and Reset

Name: _____

Date: _____ Time: _____

What I did that was unexpected:

My unexpected behaviour made people:

What mood was I in:

What is my plan for next time:
