



**Agapé, Courage
Thankfulness**

Positive Relationships and Behaviour Policy

Name of Policy/Procedure	
Author	Amy Rawding and Heidi Daulton
Version	V1
Applicable to	St Michael's Church School
Approved by:	Awaiting Approval
Approved on:	Awaiting
Review Cycle	1 Year
Date of next review	October 2026
Website Publication yes/no	Yes

Values and vision statement

Our vision as a Church of England school places Christian values at the heart of everything we do. The values are encapsulated in the acronym FLAME - 'Friendship, Learning, Action, Manners and Excellence'. As a school community, we aim to serve one another and work together for the common good, so that everyone can experience life in all its fullness. (John 10:10).

"Ignited by FLAME, we grow together in Friendship, pursue Learning with purpose, take Action with courage, show Manners with grace, and strive for Excellence in all we do — inspired by the strength and protection of St Michael, who reminds us to:

'Be strong in the Lord and in His mighty power.' (Ephesians 6:10)."

Aims:

- To promote our FLAME values through positive behaviour and conduct of all members of the school community.
- To establish a positive and caring learning environment that promotes **friendship, learning, action, manners** and **excellence** where every member of the community feels supported.
- To instil a culture of restorative practices to ensure that children are treated with respect, feel safe and valued when approaching behaviour management, in line with the Cambridgeshire Therapeutic Thinking approach.

Staff are Cambridgeshire Therapeutic Thinking trained and believe that all children thrive in a safe, respectful environment surrounded by adults that endeavour to understand their needs. As a Church school our approach to behaviour is rooted in the key Christian principles of forgiveness and reconciliation; giving each child the opportunity for a fresh start and working with parents to understand the roots and reasons behind difficulties that are displayed.

We believe that all behaviour is a form of communication. Therefore, we have a graduated approach to managing behaviour at our school which will usually be managed within class teams and by the adults that know the child best. Senior members of staff will be involved when behaviours become repeatedly difficult or dangerous.

Cambridgeshire Therapeutic Thinking is adapted from the original work by Angela Wadham. The term "Steps" is drawn from the Norfolk County Council statement on inclusion: - "The process of taking necessary Steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."

Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm.

Our Positive Behaviour Policy acknowledges the school's legal duties in respect of the Equality Act 2010 and the specific Special Educational needs of pupils in our care. In doing so, the following points are fundamental to the implementation and application of this policy:

- Safeguarding of and respect for pupils with Special Educational Needs (SEND) - Making reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND.
- No sanction will breach any other legislation (e.g. respect of disability. Special educational needs, race, religion and other equalities and human rights) and it must be reasonable in circumstances.

Our School Rules: -

"Be Kind, Be a Friend"

- We use kind words and actions to help everyone feel safe and happy.
- We include others in games and listen when someone needs help.

"Try Your Best, Learn Every Day"

- We come ready to learn, ask questions, and never give up.
- We celebrate effort and help each other grow.

"Make Good Choices, Take Action"

- We take responsibility for what we do and say.
- We help tidy up, follow instructions, and take care of our school.

All adults will:

- Model respectful and safe behaviour
- Always be consistent through the use of this policy
- Build positive relationships and engage learners
- Never ignore behaviours which fall short of expectations and follow up on incidents to ensure consistency
- Encourage the child to recognise and regulate their behaviour e.g. through use of zones of regulation
- Be aware and alert to the feelings and experiences a child may be trying to communicate through their behaviour
- Consider whether displayed behaviours give cause to suspect that a child is suffering, or is likely to suffer, significant harm. Safeguarding protocol will be adhered to in these instances.
- Consider whether continued disruptive behaviour might be a result of unmet education or other needs. In such instances, multi-agency support may be necessary.

Therefore, all staff, every day will:

- Meet and greet learners and parents positively
- Be generous with praise
- Recognise, verbally reward and acknowledge expected and 'above and beyond' behaviours throughout every lesson and beyond the classroom
- Reinforce and refer to our school rules
- Be calm and allow 'processing time' when redirecting behaviours that do not meet expectations
- Personally follow up on incidents, retain ownership and engage in reflective dialogue in a safe space for all parties

School leaders will (in addition to the above):

- When required, stand alongside colleagues to support, guide and model adherence to this policy
- Be a regular visible presence around school praising positive behaviours especially during transition times
- Share good practice and celebrate success
- Regularly review provision for community members who require support beyond the scope of this policy in time of crisis or need
- Ensure staff training and mentoring is provided when required
- Encourage adults and learners to take responsibility for reparations.

Immediate ways to recognise positive behaviour:

At St Michael's Church school, our key principle for positive behaviour management is to build intrinsically motivated learners, who are committed to achieving well for their own growth, not necessarily for a materialistic reward or prize.

Therefore, the main methods for recognising positive behaviour include:

- Verbal recognition e.g. 'Wow, thank you for doing ..., that was so respectful';
- Awarding of house points;
- Sharing directly with parents at the end of the day, through a phone call or via class dojo;
- Recognising individual success by nominating children for FLAME certificates.

Positive behaviours that we expect, recognise and celebrate (Pro-social behaviour)

Showing Friendship	How we Learn	Taking Action
<ul style="list-style-type: none"> ▪ Caring for others and showing kindness. ▪ Supporting peers emotionally and socially. ▪ Being a good buddy to younger children. ▪ Welcoming and including others in activities. ▪ Celebrating others' successes. ▪ Listening to others' points of view. ▪ Greeting others warmly. 	<ul style="list-style-type: none"> ▪ Seeking help and support when needed. ▪ Being engaged and attentive in lessons. ▪ Completing work with pride and care. ▪ Demonstrating curiosity and an enquiring mind. ▪ Learning from mistakes and showing resilience. ▪ Showing independence in learning. 	<ul style="list-style-type: none"> ▪ Taking initiative to help others. ▪ Contributing to the school and wider community. ▪ Acting upon concerns responsibly. ▪ Completing roles such as school counsellors and learning ambassadors. ▪ Moving safely and purposefully around the school. ▪ Keeping the learning environment tidy. ▪ Demonstrating responsibility without being prompted.
Demonstrating Manners		Striving for Excellence
<ul style="list-style-type: none"> ▪ Being polite and courteous. ▪ Saying "please" and "thank you". ▪ Holding doors open for others. ▪ Demonstrating patience and tolerance. ▪ Using a calm and respectful tone. ▪ Following instructions respectfully. ▪ Showing empathy and understanding. 		<ul style="list-style-type: none"> ▪ Always striving to do your best. ▪ Being open-minded and positive. ▪ Organising resources effectively. ▪ Maintaining a growth mindset. ▪ Demonstrating pride in achievements. ▪ Showing consistency in high standards. <p>Encouraging others to aim high.</p>

Difficult Behaviour

Children at St Michael's Church School know our school rules and values well and strive to demonstrate positive behaviours at all times. However, we have a clear process for addressing any behaviour that is difficult and does not meet our expectations. Our approach offers both dignity and respect for all involved and ensures that behaviour expectations are taught and understood by children.

Difficult: Behaviour that falls short of our expectations but is not dangerous. Difficult behaviour should be acknowledged in terms of context (Erica continually shouting out is difficult within a group teaching activity)

Examples of behaviour that is deemed difficult are:

- Failing to start or complete a level of work that the child is capable of;
- Regularly calling out or making a level of noise inappropriate to the situation;
- Running in the corridor;
- Distracting one's own or others' learning.

<u>Stage</u>	<u>Action</u>	<u>Script</u>
Redirection	Gentle encouragement to conform, a small kind comment, a nudge in the right direction, a non-verbal cue.	<p>'I notice...' refer to another child's expected behaviour</p> <p>Check-in privately, 'Is there a problem that I can help with...?'</p> <p>'Super listening/focused work...'</p>
<p>Allow child time to process redirection before move onto the next stage During 'processing time' step away and engage positively with the class/other children.</p>		
Reminder	<p>After giving a child the time to process and act upon redirection.</p> <p>Privately and calmly, speak to the child at, or lower than, eye level. Make reference to our core values/ school rules and offer a reminder to the child about applying these values/ rules to make the situation right again.</p> <p>Adults should display calm tone and body language.</p>	<p>'I have noticed that you have not started your work today and you are distracting the children around you. You know we are all working hard to be respectful. I need you to try harder to do this.'</p> <p>What do you think caught my attention?'</p> <p>'Bob, it's not like you to be ___, can I help?'</p>
<p>Allow child time to process and act upon the reminder before moving to the next stage. During 'processing time' step away and engage positively with the class/other children.</p>		

<p>Caution</p>	<p>If behaviour is not improving, a caution will be needed in order to clarify expectations and explain that if an improvement is not seen, 'time in' the calm space will be given.</p> <p>A clear verbal caution delivered privately wherever possible – giving them a final opportunity to engage.</p>	<p>With a calm demeanour: 'I need to see you...' 'I expect to see... in next x minutes.' 'Thank you for...'</p>
<p>Allow the child time to process and act upon the caution before moving to the next stage. During 'processing time' step away and engage positively with the class/other children.</p>		

<p>Time In (5 minutes maximum) in calm space in the classroom.</p>	<p>Children spends 3-5 minutes in the calm space to reflect before returning to the task. Children may also be asked to complete some of their work here.</p> <p>After 3-5 minutes the child and if the child is still not settling, the teacher gives a choice of changing their behaviour or there will be a consequence.</p> <p>Adults to be clear and specific of the consequences.</p>	<p>'I can see you are finding this difficult, it would be a good idea to have a thinking space away from the others – indicate calm space'.</p> <p>Do you remember when you put in lots of effort and concentrated hard yesterday with your maths? That is what I need to see again now.</p> <p>If you choose to come back and complete your work, that will be fantastic...</p>
---	---	--

Allow the child time to process and act upon the reminder before moving to the next stage. During 'processing time' step away and engage positively with the class/other children.

<p><u>Educational Consequence</u></p> <p>If the behaviour is being displayed during break time, the child should spend time with an adult and the issue should be worked through/ discussed/ desirable behaviour practiced.</p> <p>Record made on My Concern,</p> <p>OR</p>	<p>Educational consequence will usually involve missing some break time (usually 5 minutes) to discuss/ practice the desired behaviour.</p> <p>The child should be told that it will be at break time because that is the only time the adults have to do this.</p>	<p>‘I want to understand why you are finding this difficult/ this is very important and I want to help you... ‘</p> <p>‘The only time I have is at playtime for us to practice/ discuss so you will now need to stay in with me during break.’</p> <p>‘Thank you for...’</p>
<p><u>Internal referral</u></p> <p>Time In- 10 minutes maximum in a partner class.</p> <p>If the behaviour is being displayed at playtime, the child should spend time with an adult and the issue should be worked through discussion.</p> <p>Record made on MyConcern.</p>	<p>The child should be sent with work to have ‘Time In’ the next door class (with note explaining task to be completed and should not focus on the misdemeanour).</p> <p>Adults should not draw unnecessary attention to the child.</p>	<p>‘I think some time in *partner class* may be a good break for you, now you must collect your things and go to xx and I will see you when your work is complete/at the end of the 10 minutes’.</p> <p>The partner class teacher will respectfully acknowledge the child, ask them to continue with their work and send them back after ten minutes. ‘I would like you to sit here and complete your work quietly. Thank you.’</p>

<p>Reparation This should take place whenever an Educational Consequence or Internal Referral are initiated.</p>	<p>A restorative meeting should take place before the next session following the format of responsibility, respect, repair, reintegration.</p> <p>Responsibility Children will be encouraged to take for responsibility for their actions.</p> <p>Respect Adults and children will respect the views of everyone involved by hearing their thoughts and listening to how they are Feeling.</p> <p>Repair Children will be encouraged to repair relationships and apologise where appropriate.</p> <p>Reintegrate Children will be supported to make up and move on.</p> <p>Lots of positive praise in the next session is important.</p>	<p>‘Thank you for...’ ‘How were you feeling?’ ‘How did ... make people feel?’ ‘How do you feel now?’ ‘What do you think we should do to put things right?’ ‘What do you think might help you to be ready to do things better next time?’ ‘Thank you for chatting to me about what happened, I am glad we have found a way to move forward.’</p>
---	--	---

<p>If there are two or more educational consequences/ internal referrals in a week, class teacher should contact parents to inform and discuss the behaviour and any possible triggers.</p> <p>The Exec Head/ Head of School and/or Assistant Heads should be made aware.</p>	<p>Possible actions:</p> <ul style="list-style-type: none"> - anxiety mapping. - roots and fruits completed. - pupil voice activity directed by SENCO to establish to function of the behaviour. - ‘Predict it, Plan it’ document. - ‘Fuel the Flame’ monitoring sheet to be shared with SLT. member and parents daily, for agreed period of time.
<p>If there are two telephone conversations home within a half term a formal meeting with SLT member, parent, and teacher will be planned.</p>	
<p>Records made on MyConcern should be factual, avoiding any opinion. They should describe the antecedent, the location, adults present and the action taken. All staff are responsible for ensuring incidents are logged.</p>	

Anti-Social & Dangerous Behaviour

Antisocial - Behaviour that causes harm to an individual, a group, to the community, the environment or persistent disruption to the learning of others.

Dangerous: Behaviour which is antisocial and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Staff must not:

- Use negative phrasing (i.e. you are making the wrong choice, stop running).
- Discuss pupil's behaviour in front of them.

Staff must:

- Approach all situations with a warm, calm and fair manner.
- Verbal reminders of what they should be doing (i.e. walking in the corridor, thank you) using positive phrasing.
- Model the positive behaviours alongside the pupil.
- Visual and verbal clear expectations to be given at the start of each session.
- Use limited choices (i.e. put your pencil on the desk or in your drawer, thank you) – Reinforce rules.
- Encourage the child to recognise and regulate their behaviour e.g. through use of zones of regulation.

The following scripts are advised:

'Can you tell me how this started...' (genuine listening not jumping to conclusions works best) 'I am concerned that you are not being safe/being respectful...'

'I want to help you/ listen to you'.

'You need to understand that you are not being safe/ respectful... you have chosen toso now I am going to...'

'Do you understand why I have decided this? Is there anything else you think we should do to make things right?'

'Thank you for...'

Consequence

A member of the Senior Leadership team may support staff in this discussion or alternatively another member of staff who has a pre-existing good relationship with the child. Children will be given time in a safe space for emotions to reset if required before instigating a consequence.

Staff are encouraged to think of consequences which directly relate to the behaviour. We try to use the word 'obviously' when considering the consequence which should be implemented e.g. 'you have....., and so the consequence is.....'

Protective Consequences

A protective consequence is used when staff feel there is a risk of a child repeating a behaviour particularly if it has been deemed unsafe and harmful to others. This will be used to ensure that all members of the school community are always safe. A protective consequence could involve: -

- Missing break time.
- Reduced access to the playground.
- Extra adult supervision during break or transition times.
- Increased monitoring including lessons and breaktime using the 'Going for Green' format which will be shared with parents and SLT member regularly.

Protective Measures

The School has a duty to ensure the health, safety and wellbeing of everyone in the school. Positive handling is deployed when all other aspects of this policy have been exhausted. In limited circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- hurting themselves or others
- damaging property

Staff are instructed to be aware of the child/young person's age individual circumstances when moving them as some children find this more upsetting than others. Situations may include:

- To comfort a learner in distress, appropriate to their age and understanding.
- To support a learner with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the learner, other persons, or significant damage to property.

Incidents of protective measures must:

- always be used as a last resort
- only employed by members of staff that have received the appropriate level of training via an approved provider (e.g.Team Teach)
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded in the Restraint logs located in the Headteacher's office and reported to parents and uploaded to pupil's profile on My Concern.

Photographic guidance for supportive walk

If there is a need to use a guided walk away from a situation or towards a safe space, then simple instructional talk should be used to suggest that the pupil needs to walk to a place of safety or calm. If needed, a supportive hold can be used by one member of staff or by two.

Supportive Walk-Single Adult



To communicate comfort or reward:

- Hip in
- Head away
- Sideways stance
- Closed mittens contain each shoulder
- Communicate intention
- Use 'de-escalation script' if needed

Supportive Walk- two adults



- Hip in
- Head away

- Open mitten hands above the elbows
 - Safe shape, (penguin shape)
 - Arm resting across shoulders
 - Communicate intention
 - Move assertively (prevent kicking/dropping)
 - The hand should remain in a mitten to avoid the possibility of gripping.
- Gripping hands can result in bruising consistent with poor practice.

Educational Consequences

An Educational consequence is used to try and ensure that a child learns from their mistakes so that they make better choices in the future. Some educational consequences that could be used are: -

- Making realistic reparations to the victim(s).
- Community job - where possible that relates to correcting the misdemeanour.
- Completing research on the possible impact of the misdemeanour on the victim/ or the consequence in the outside world.
- Completing a comic strip conversation to consider the impact of their actions on all parties and consider how words, body language and the environment played a part.

Communication

A senior leader (Headteacher, Deputy or Assistant) is informed, as are parents and this is logged on Myconcern. A predict and prevent (appendix 2) document is considered to prevent the incident happening again. A repeat incident within a 6 week period would trigger a formal meeting, risk assessment and consideration of a risk reduction plan (appendix 3),

Restoration

A restorative meeting should take place at the earliest opportunity following the consequence or even during the period of the consequence following the format of responsibility, respect, repair, reintegrate.

Responsibility

Children will be encouraged to take for responsibility for their actions

Action

Adults and children will respect the views of everyone involved by hearing their thoughts and listening to how they are feeling

Repair

Children will be encouraged to repair relationships and apologise where appropriate

Reintegrate

Children will be supported to make up and move on.

Persistent and Repeated Behaviour

Where a child is identified as showing repeated and persistent difficult or dangerous behaviours where educational consequences are not proving effective, the adults working closest with that child will need to consider what the child is trying to communicate through their behaviour. Consideration of a potential unmet need, social, environmental or safeguarding factors will need to be considered. The DSL team will monitor behaviour logs on myconcern and through discussion with class teachers, determine when 'Behaviour Monitoring' will be needed.

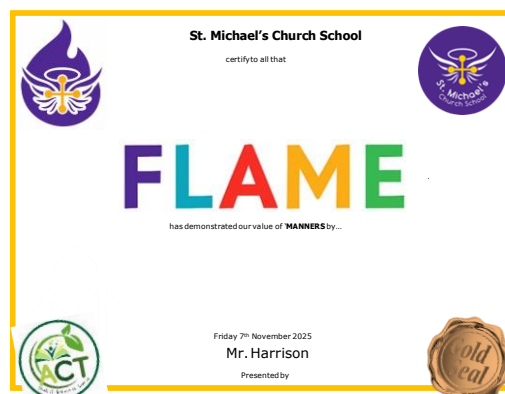
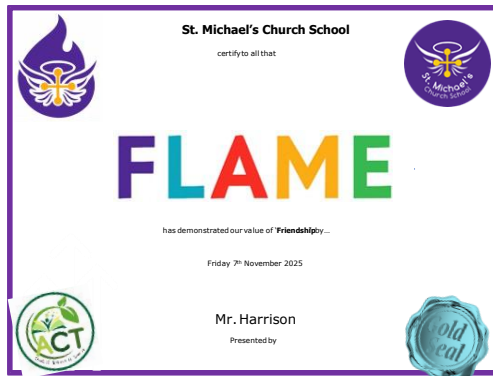
A period of 'Behaviour Monitoring,' so that anxiety and triggers can be identified and tracked will begin. Parents/ carers will be informed through an initial meeting and a letter sent from the Headteacher or Deputy Headteacher. All staff will now be asked to record all behaviours onto MyConcern, with particular emphasis on recording positive behaviours.

Parents/ carers and identified staff will be invited to a further meeting led by a member of SLT. The purpose of the meeting will be to investigate the function of the behaviour for the child. Detailed regulation plans will be produced and reviewed regularly until a point has been reached where the behaviour is no longer repeated or is of concern. Referrals to outside professionals including SEND services, Early Help and Younded will be considered and discussed with parents.

Exclusions

Please see the school Exclusion Policy.

Appendix 1- St Michael's FLAME values certificates



Appendix 2 - Risk Assessments Calculator

**Cambridgeshire Steps
Risk Assessment Calculator**

Name	
DOB	
Date of assessment	

Harm/Behaviour	Opinion/ Evidenced O/E	Conscious/ Subconscious C/S	Seriousness of Harm A 1/2/3/4	Probability of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff	-	-	-	-	-
Damage to property	-	-	-	-	-
Harm from disruption	-	-	-	-	-
Criminal offence	-	-	-	-	-
Harm from absconding	-	-	-	-	-

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from school resources – e.g. first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.

2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan.

Risk reduction measures and differentiated measures (to respond to triggers)

Toileting

PRIORITY AREA: Unstructured Times (Playground, Field):

Classroom Seating:

Strategies to support peers with emotional harm

Responding to adult requests and instructions

Scripts for Staff

Staff should use consistent, calm, and clear language when addressing inappropriate behaviour. Example scripts:

Redirecting Behaviour:

Reinforcing Boundaries:

Positive Reinforcement:

Monitoring and Review

	Name:	DOB:	Date:	Review Date:

Pro-social/positive behaviour	Strategies to respond <u>Positive praise.</u> SCRIPT:
Anxiety/DIFFICULT/unsafe behaviours	Strategies to respond
Crisis/DANGEROUS behaviours	Strategies to respond –
Post-incident recovery and debrief measures	

Signature of plan co-ordinator.....

Date

Signature of parent/carer.....

Date

Signature of young person.....

Date

Anxiety Mapping

Appendix 3 - Anxiety Mapping



Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time <u>Predict it</u>	Evidence of action <u>Prevent it</u>
Raised Anxiety	+2 - +5	These items overwhelm the pupil 1. 2. 3. 4. 5.	Planned Differentiation required to reduce anxiety 1. 2. 3. 4. 5.
	+2	These items run the risk of overwhelming the pupil 6. 7. 8.	Monitoring needed 6. 7. 8.
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant 9. 10. 11.	Monitoring needed 9. 10. 11.
	-2 - -5	These areas have developed an over reliance 12. 13. 14.	Differentiation needed to reduce this over reliance 12. 13. 14.



Regulation Plan

Plan information		Situations that overwhelm the pupil
Pupil:		-
Year Group/Class:		
Date:		
Review Date		

	Behaviour Observed	Scripts to support regulation	Adaptions to Provision	Learning Opportunities to explore/embed
Green choices	<ul style="list-style-type: none"> Calm chatty responsive Engaging in conversation Compliance and understanding Science experiments and experiences. 	Asking *** to acknowledge listening. Scripts: <ul style="list-style-type: none"> ***, I love that... ***, it is great to see that that you... 	<ul style="list-style-type: none"> Outdoor opportunities Free choice/ choosing time Reward with CT when completes learning job. 	<ul style="list-style-type: none"> Use of now/next board and positive language to reinforce reasonable requests.
Amber choices	<ul style="list-style-type: none"> Lack of eye contact Flitting between activities Attempting to run from adults Demanding of time/resources/activities Swearing/using inappropriate language Refusal to follow reasonable requests 	Using ***'s name Offering of 5 minutes to be on his own Kneeling down to ***'s' level, sitting side on Distraction from situation Humour Offer of competition (I bet I can be the first to...) Simple sentences/requests <ul style="list-style-type: none"> Requesting that *** stops to listen ***, are you ok? (soft calm tone) I can see that you are feeling... sometimes I feel that too. 	<ul style="list-style-type: none"> Removal of learning request Time/space to self-regulate Offer of den/small hiding space Use of now/next to explain 	<ul style="list-style-type: none"> Social stories around instruction following/using kind and/or unkind language.
Red choices	<ul style="list-style-type: none"> Unable to follow adult request Throwing resources Shouting Running/hiding from adults Tipping of tables/chairs 	<ul style="list-style-type: none"> Adult to kneel down at child height '***, I am not going to chase you...' '***, I am here when you are ready...' 	<ul style="list-style-type: none"> Other children asked to leave the classroom/learning area Adult to give *** space. Removal of all requests. 	<ul style="list-style-type: none"> Reflection time- Next time how could we let someone know..? How could I show that...?

Persistent instances:

Support in place



Appendix 5:



Fuel the FLAME

Pupil: _____

Class: _____



Fuel the flame by showing positive behaviours

Week 1 Focus:

	Registration – Break Time			Break Time			Breaktime to Lunchtime			Lunchtime			Afternoon		
Monday															
	Comment:			Comment:			Comment:			Comment:			Comment:		
Tuesday															
	Comment:			Comment:			Comment:			Comment:			Comment:		
Wednesday															
	Comment:			Comment:			Comment:			Comment:			Comment:		
Thursday															
	Comment:			Comment:			Comment:			Comment:			Comment:		
Friday															
	Comment:			Comment:			Comment:			Comment:			Comment:		