

Llandough Primary School



Behaviour Policy

Equality, Expectation, Excellence

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Behaviour Policy

All those people involved in the life and work of the school will be responsible for the implementation of this Policy.

Mission Statement.

Equality, Expectation, Excellence

All children will be given full opportunity to work together to maximise their true potential through becoming willing independent learners within a safe, caring and stimulating environment that provides education of a good quality reflecting national and local needs

Our school believes that everyone has the right to feel safe at school, to learn to the best of their ability, to be treated with dignity and respect.

Our School Aims.

- To provide the best possible opportunity for all children to learn together, to work together and to play together in order that they achieve their full potential.
- To encourage self esteem and self confidence by valuing the contribution that every individual brings to our school.
- To praise each child for their efforts and achievements.
- To ensure that each individual is treated with respect and offered equality of opportunity.
- To encourage a sense of responsibility for themselves, our school and the wider community.
- To work together towards the same goal – to achieve our best.

This policy will:

- Ensure that every child has a right to a safe, secure and happy environment, free from physical and emotional threat.
- Encourage independence, self-discipline thereby raising self-esteem so that everyone learns to accept responsibility for their own behaviour.
- Have a consistent approach to behaviour with clear expectations.
- Encourage parents to work in partnership with the school.
- Encourage positive, caring attitudes where everyone feels valued.

A review of this policy along with the responsibilities, time scales, consultation and update training will be included annually on the Self- Evaluation Document and School Improvement Plan.

The Behaviour Policy will be updated, discussed and shared with stakeholders every three years and feedback from pupils and parents will be given full consideration. It will be implemented alongside Equal Opportunities, Racial Awareness, Disability and Discrimination and Anti Bullying Policies.

Procedures and Practice.

The majority of interaction in school is in the main between staff, pupils and their peers.

The use of a behaviour code will enable pupils to know what behaviour is expected of them and enable teachers to teach, encourage and reinforce responsible behaviour. Behaviour is a whole school issue.

Individual behaviour takes place in a whole school environment. It is important that we recognise that our school rules are there for everyone's safety and protection. Everyone is expected to follow school rules. This policy applies to all pupils including those with additional or special needs.

The Head teacher will encourage a school climate of mutual support and praise for success, so making appropriate behaviour possible. When children feel that they are important and belong to a friendly and welcoming school poor behaviour is less likely.

Our school rules are listed below:

Rules

- ◆ Follow instructions.
- ◆ Allow everyone in the class to learn.
- ◆ Use appropriate school language.
- ◆ Put your hand up – don't call out.
- ◆ Walk in the corridors
- ◆ Do not enter school without permission at play time
- ◆ Be polite at all times
- ◆ Respect all visitors to the school
- ◆ All children must be given the opportunity to learn without being disturbed by inappropriate behaviour
- ◆ Be kind to others, treat others as you would like to be treated yourself.

At the beginning of an academic year each class devises class rules. These are displayed in the classroom. All pupils agree to follow them.

Rewards and Consequences.

Rewards

Positive recognition motivates pupils to choose appropriate behaviour and creates a positive atmosphere in the classroom.

It also allows pupils who almost routinely follow the 'behaviour' code to receive appropriate recognition for this.

It increases pupils' self-esteem and helps improve relationships by focussing on positive as opposed to negative aspects of interaction.

Rewards include:*

- ◆ Verbal praise
- ◆ Non-verbal praise e.g. 'thumbs up' or smile.
- ◆ Stickers
- ◆ Certificates
- ◆ Positive notes home
- ◆ Celebration assembly certificates
- ◆ Praise cards
- ◆ Lucky dip

Rewards are operated on a menu style and are appropriate to the behaviour displayed.

Consequences:

- ♦ Should be something pupils do not like but must never be physically or psychologically damaging
- ♦ Should be designed not to humiliate pupils i.e. be fair, appropriate and commensurate to the cause
- ♦ Do not have to be severe to be effective
- ♦ Be immediate and consistently followed up
- ♦ Must be appropriate for the pupils and the staff must feel comfortable using them
- ♦ Should be organised into a hierarchy that clearly indicates what will happen
- ♦ Be applied consistently but individual circumstances should be taken into account

The following consequences may be included if a child breaks a rule.*

- Removal from the group (class).
- Interruption of break or lunch time privileges.
- Withholding privileges
- “Internal exclusion” from e.g. part of the school or a particular lesson or peer group.
- Completion of assigned work or extra work.
- Carrying out a useful task in the school/helping others.
- Reflection sheets.

If any of the recommended consequences fail to have the impact of helping the child to comply with school rules, teachers need to use assertive discipline strategies in which everyone has been trained. These are:

First time:	Warnings
Second time:	Moved to work alone.
Third time:	Minutes off playtime.
Fourth time:	Time out with the Deputy Headteacher/ Headteacher.
Fifth time:	Parents involved.

After one or more of the recommended sanctions are applied, continuous severe incidents should be logged by the teacher. Behaviour will be monitored. If the child's behaviour does not comply with the school's rules, the teacher may complete an Individual Behaviour Plan (IBP) in conjunction with the SENCO and

parent. This will set out steps a child needs to take that will allow him/her to learn effectively within the classroom environment and beyond.

The Unresponsive Child/ The Child in Crisis.

The vast majority of pupil behaviour will be managed effectively by the consistent use of positive recognition and the systematic application of consequences.

However, there may be some instances where action has to be taken immediately to deal with a pupil's disruptive behaviour.

It will be essential to:

- ◆ Discover the exact nature of the problem.
- ◆ Show empathy and concern.
- ◆ Find out why, where and when a problem occurs.
- ◆ Work with the pupil to improve behaviour.
- ◆ Agree on a course of action.

There will be a small minority of pupils for whom the usual behaviour management strategies of the school are insufficient to address their difficulties. Additional steps will then need to be taken for these pupils.

At this point consideration must be taken to placing the child on the SEN register at School Action.

The class teacher, SENCO, Behaviour Co-ordinator, and in some instances members of the Senior Management Team, should be involved in planning a way forward using detailed Individual Behaviour Plans. These IBP's are shared with all relevant adults who will manage the child.

It is also essential at this point for parents / carers to be involved in planning the way forward

Pupils at School Action Plus.

Pupils who do not respond positively to the plan drawn up at School Action may be referred to the appropriate agency. These agencies could include Educational Psychologists, Education and Welfare Officers, Health Professionals, Specialist Teachers for Learning or the Primary Behaviour Improvement Team. These children may be placed at School Action Plus in relation to the Code of Practice.

However before a child is referred school staff will ask the following questions:

- ♦ Is the child following class rules, rewards and consequences and are they being applied consistently?
- ♦ Have parents been involved?
- ♦ Have learning issues been discussed and has work been appropriately differentiated?
- ♦ Have Circle Time, Circle of Friends, Anger Management strategies been used?
- ♦ Have at least two IEPs/ IBPs been implemented and reviewed?
- ♦ Has liaison between school staff, the school doctor or nurse occurred?

However there is a need to be aware that occasionally there can be an emergency situation.

For these pupils a fast track system must be used.

- It is crucial that these children are referred to the relevant services – (Educational Psychologist and the Primary Behaviour Improvement Team.)
- A Pastoral Support Programme may be prepared and implemented. This is important for the child who is at risk of exclusion

The main principles behind the Pastoral Support programme (PSP) are as follows:

- The Pastoral Support Programme is a school based intervention. The behavioural outcomes for the child to work towards should be precise and realistic.
- The programme is implemented if a child is at risk of permanent or long term fixed exclusion or is disaffected.
- The needs of the pupil will be addressed and a graduated response implemented, drawing on the range of expertise within the school.

School Exclusions.

When poor behaviour fails to improve and the child continues to cause ongoing concerns that impact negatively upon his/her class work and the work of others, exclusions may take place.

This will be for one or more of the following reasons:

- In response to serious breaches of a school's discipline policy.
- Once the range of alternative strategies (PSP) have been tried and failed.
- If allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or of others in the school.
- In all cases the school will follow the LEA guidelines for exclusions with reference to Circular 1/2004

The Role of the Behaviour Co-ordinator

The Behaviour Co-ordinator is a very important member of the school's Senior Management Team.

"The consistent application of positive behaviour policies that are agreed by all staff and effective monitoring by senior management in schools helps to ensure an atmosphere where expectations of good behaviour are high." (Behaviour in Wales ESTYN 71)

The Behaviour Co-ordinator has an important role to play in supporting and guiding staff in the implementation of the whole school Behaviour Policy.

The Behaviour Co-ordinator will:

- ♦ Visit classrooms to offer practical advice on classroom management and organisation.
- ♦ Suggest strategies that will help to improve the classroom behaviour of difficult pupils.
- ♦ Suggest ways of improving the confidence and self esteem of pupils and teachers.
- ♦ Help to improve the expertise of teachers in managing behaviour.
- ♦ Remind staff and pupils of school rules, ensuring consistency throughout the school.
- ♦ Support individual pupils when difficulties occur.
- ♦ Organise parenting programmes.

- ◆ Liaise with outside agencies in order to improve understanding of the problems experienced out side school.
- ◆ Ensure that the learning needs of the pupils are not adding to difficulties of behaviour.
- ◆ Take the lead in reviewing the school discipline policy.
- ◆ Ensure that recent innovations in behaviour strategies are considered.
- ◆ Attend relevant courses.
- ◆ Provide whole school INSET for behaviour.
- ◆ Demonstrate strategies such as Circle Time.

Playground Behaviour

Children will expect to:

- ◆ Play safe, friendly games with the use of school equipment if possible
- ◆ Receive kind behaviour from other children
- ◆ Receive respect and firm but fair treatment from the adults on duty

Mid Day Supervisors will expect:

- ◆ To feel that they are a valued part of the school structure
- ◆ The children to be well behaved and respectful
- ◆ To have First Aid Training if needed
- ◆ To have a copy of the school Behaviour Policy as a guide
- ◆ To have training in play ground games and behaviour management
- ◆ To have the use of school rewards and consequences
- ◆ To have back up from the teaching staff in the school when there are problems that they are unable to solve

Playground rules:

- ◆ The bell will be rung at the end of play time.
- ◆ All children will be expected to stand still. Children line up in class lines.
- ◆ Classes will enter school when their class name is called.
- ◆ The School Council will collect and store all playground equipment.
- ◆ All litter is to be placed in the bin.
- ◆ Only snacks as stated in the Healthy School booklet will be eaten.
- ◆ Children who are hurt should report to any adult on duty.
- ◆ Games will be played in the appropriate zones.
- ◆ Rewards will be given for good behaviour.
- ◆ Consequences will be applied consistently for problem behaviour.

Appendix.

Policy evaluation advice
Exclusion Booklets and information
Referral Forms
Classroom Management Strategies for NQTs and experienced teachers
Playground Behaviour Policy
Training in Behaviour Strategies for LSAs and MDS
Prevention of Bullying Policy, notes, checklist and sample Bullying Policy
Pastoral Support Plan Forms

Evaluation of the Behaviour Policy.

Appropriateness:

- Meet the aims described?
- Support the general ethos of the school?

Efficiency:

- Could things be done more simply?
- Have resources been effectively implemented?
- Have some unnecessary aspects been included?

Effectiveness:

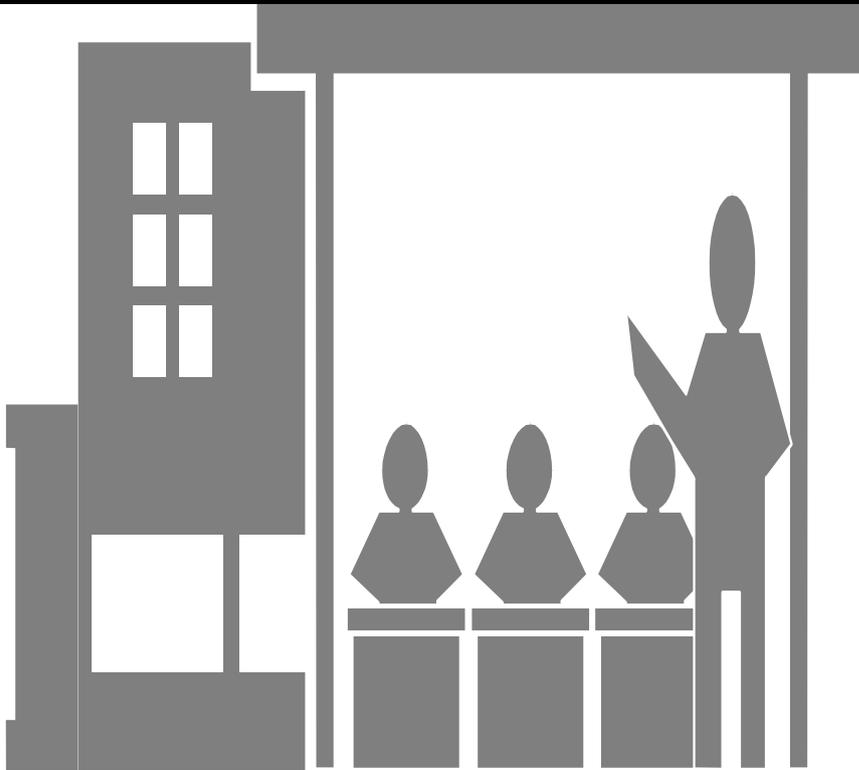
Does it:-

- Have parts that could be operated to better effect?
- Support the day to day, handling of behaviour difficulties?
- Allow for all to be treated in an equitable and fair way?
- Support principles of equal opportunities?

The effectiveness of the policy will be measured by:-

- A reduction in the number of pupils receiving sanctions.
- A reduction in the number referred to external agencies.
- A reduction in the number of low level disruptions in classrooms
- A reduction in the number of fixed term exclusions

FIXED PERIOD AND LUNCHTIME EXCLUSION FROM SCHOOL



Advice for Parents/Guardians
Information for Headteachers/Teacher in Charge of the PRU/Governors.

VALE OF GLAMORGAN COUNCIL

INTRODUCTION

This booklet contains advice for Parents/Guardians and information for Headteachers, Teacher in Charge of the PRU and Governors, for pupils who have been excluded from Local Authority County, Controlled, Voluntary Aided, Foundation and Special Schools.

References in this booklet to school and Headteacher should also be read to mean the PRU and the Teacher in Charge of the PRU.

It is important to note that the Education Act 2002 states that all professional parties must by law have regard to the guidance contained in Circular 1/2004.

Procedures apply to all schools and the PRU in the Vale of Glamorgan and include pupils above and below compulsory school age.

This guide is not exhaustive and it is recommended that circular 1/2004 is consulted.

Independent advice can be sought from:-

The Advisory Centre for Education (ACE) ~ Telephone Number 020 7704 9822
Special Needs Advisory Project (SNAP) ~ Telephone Number 01446 747681

Throughout this booklet there is reference to the Education Welfare Service; an Education Welfare Officer is able to assist by offering further information and practical advice. If you wish more information about this service or if you have any queries please contact:-

Mrs J Werrett 01446 709147

EXCLUSION

Only the Headteacher has the right to exclude your child. If the Headteacher is absent, then the most senior teacher may exercise this power.

The Governing Body or its Discipline Committee must not be involved in the decision to exclude ~ it has to remain impartial in order to discharge its duty to fairly review the use of exclusion and to exercise its power to reinstate pupils when appropriate.

Your child should only be excluded:-

- in response to serious breaches of the school's behaviour policy; and
- if allowing your child to remain in school would seriously harm the education or welfare of your child or others in the school.

Your child should not be excluded for:-

- minor incidents;
- poor academic performance;
- lateness or truancy;
- pregnancy;
- breaches of school uniform rules or rules on appearance (including jewellery and hairstyle), except when your child persistently defies such rules and where all other avenues for resolving disputes have been exhausted;
- your behaviour e.g. should you refuse or are unable to attend a meeting.

The Headteacher can:

EXCLUDE A PUPIL FOR A FIXED PERIOD

This can be up to 45 days in 1 academic year.

OR

EXCLUDE A PUPIL AT LUNCHTIME ~ each lunchtime exclusion counts as a ¼ of a school day

OR

EXCLUDE A PUPIL PERMANENTLY

The Headteacher must report exclusions to the Governing Body and the LEA.

The Education Welfare Officer will be informed and, if you wish, can contact you to discuss the situation in more detail.

The information in this booklet relates to:-

FIXED PERIOD and LUNCHTIME EXCLUSION

There is a separate booklet for Permanent Exclusion.

THE ROLE OF THE HEADTEACHER

The Headteacher should:-

- not exclude in the heat of the moment;
- ensure that an appropriate investigation has been carried out;
- consider all the evidence taking account of the school's behaviour policy/equal opportunities policy and where appropriate the Race Relations Act and the Disability Discrimination Act;
- allow your child to give his/her version of events;
- check if the incident may have been provoked, for example by bullying or by racial or sexual harassment;
- consult others if necessary but not a member of the Governing Body's Discipline Committee;
- consider if allowing your child to remain in school would be seriously detrimental to the education or welfare of your child or others in the school;
- have exhausted all strategies available to the school e.g. use of:-
 - a Pastoral Support programme (PSPs) ~ this is a plan drawn up using a multi-agency approach to assist your child to better manage his/her behaviour;
 - a restorative justice process ~ this would provide the opportunity, if appropriate, for your child to redress the harm that has been done to a victim;
 - internal exclusion ~ your child may be removed from lessons in order to diffuse a situation ~ this should be short term measure;
 - a managed move ~ consideration may be given to moving your child to another school ~ this would only be done with your agreement and the assistance of the LEA. It should be noted that this strategy would rarely be used in the Vale of Glamorgan as it is extremely difficult to arrange transfers particularly at secondary level. **You should never be pressured into removing your child from school.**

OTHER RELEVANT ISSUES

Lunchtime Exclusions

- If your child's behaviour is particularly difficult at lunchtimes, it is possible, through discussion with the Headteacher and your agreement for your child to go home for lunch;

If this is not feasible,

- The Headteacher may exclude for the lunch period, placing the legal responsibility back to you;
- Lunchtimes exclusions should be a short term measure only, with regular review of whether it continues to be an appropriate approach;
- The Headteacher will let you know of the duration and the arrangements for providing a free school meal if your child is entitled to one.

Behaviour Outside School

- On school business ~ your child's behaviour will be subject to the school's behaviour policy and treated as though it had happened on school premises;
- Not on school business ~ your child could be excluded if there is a clear link between his/her behaviour and maintaining good behaviour and discipline in the school.

Voluntary Withdrawals

- The National Assembly does not believe that influencing or encouraging parents to voluntarily withdraw their child is an appropriate response to deal with troublesome behaviour;
- Being asked to keep your child at home pending an appointment with the Headteacher is an exclusion and should follow the exclusion procedures;
- Unofficial exclusions are illegal.

Setting and Marking of work

- In all cases of more than a days exclusion, the school should provide work, it is your responsibility to ensure that work sent home is completed and returned for marking;
- The Governing Body is responsible for ensuring that the school complies with these requirements.

WHEN YOUR CHILD HAS BEEN EXCLUDED

The Headteacher has to make contact with the relevant person which means:-

- yourself if your child is aged 10 or below;
- yourself and your child if your child is 11 or above;
- your child if over compulsory school age.

The Headteacher will make contact with you (by phone if possible) and will also write to you and/or your child within 1 school day; letters must confirm:-

- the precise period of your child's exclusion;
- the reasons for his/her exclusion;
- yours and/or your child's rights to make representations to the Governing Body's Discipline Committee, in the case of exclusions from the PRU representations are made to the LEA;
- the person to be contacted to make representations.

Letters should also confirm:-

- the latest date by which the Discipline Committee must meet to consider representations;
- that you have the right to see and have a copy of your child's educational record upon written request to the school;
- the date and time when your child should return to school;
- the arrangements for enabling your child to continue their education, including the setting and marking of work;
- details of a contact at the LEA who can provide advice;
- the telephone number for the Advisory Centre for Education (ACE) helpline (020 7704 9822).

DISCIPLINE COMMITTEE RESPONSIBILITIES

The Governing Body should establish a Discipline Committee of at least 3 Governors. The role of the Committee is to review the use of exclusions within the school. **For exclusions from the PRU the LEA is the responsible body and will follow the procedures set out below.**

The Discipline Committee must for exclusions:-

- totalling 5 school days or less in any one term, consider any representations made by you and/or your child. The Discipline Committee cannot direct reinstatement but can put a record of their considerations on your child's educational record;
- totalling 5 but not more than 15 school days in any one term, arrange to meet if you and/or your child request ~ the meeting has to be arranged between the 6th and 50th school day from the date of the exclusion. The Discipline Committee may direct reinstatement;
- totalling more than 15 school days in any one term, meet between the 6th and 15th school day from the date of exclusion. You and/or your child will be invited to attend. The Discipline Committee may direct reinstatement.

Once the exclusion has exceeded 15 school days the Discipline Committee must meet again to consider each subsequent exclusion in the same term. You and/or your child will be invited to attend any subsequent meetings.

If an exclusion would result in the pupil missing a public examination the Discipline Committee should try to meet before the examination.

THE MEETING WITH GOVERNORS

The Clerk to the Discipline Committee will notify you and/or your child of the meeting date, circulate any written statements and provide a list of those who will be present at the meeting.

In the case of short fixed period exclusions your child may have returned to school before the meeting is arranged. The meeting can still be held as it will give an opportunity for everyone to discuss the reasons for the exclusion and explore ways forward.

The panel will hear the reasons for the Headteacher's decision and then listen to your views and/or your child's views.

To help you put forward your views, you and/or your child may bring a friend or a legal representative.

WHAT HAPPENS AT THE MEETING

The Discipline Committee is not a court of law but serves as a structured approach to ensure fairness and consistency.

The Discipline Committee should consider:-

- any representations made by you and/or your child;
- whether the Headteacher has complied with the exclusion procedure and has had regard to the National Assembly's guidance (Circular 1/2004) before excluding your child;
- appropriate school policies, including the school's published behaviour policy, equal opportunities policy, anti-bullying policy, special educational needs policy and race equality policy.

The Chairman will:-

- introduce her/himself and explain the reason for the meeting and the basic procedures;
- offer to stop at any time to clarify any points;
- ask the Headteacher to outline the reasons for the exclusion decision;
- offer you and/or your child (or a representative) an opportunity to ask questions of the Headteacher;
- offer Governors the opportunity to ask questions of the Headteacher;
- ask you and/or your child (or a representative) to make any representations you may wish to offer;
- offer the Headteacher the opportunity to ask questions of you and/or your child (or representative);
- offer all Governors the opportunity to ask questions of you and/or your child (or representative);
- ask the LEA, if in attendance, for any observations or comments;
- offer both parties the opportunity to sum up.

WHAT HAPPENS AFTER THE MEETING

The Discipline Committee must notify you and/or your child and the LEA of their decision within one school day of the date of the hearing, giving reasons for their decision.

Where reinstatement is directed the Committee may not attach conditions to the reinstatement.

A note of the Discipline Committee's views on the exclusion should be placed on your child's record along with a copy of the Headteacher's exclusion letter and other relevant papers.

EXTENDING THE FIXED PERIOD EXCLUSION

In exceptional cases ~ usually where further evidence has come to light ~ a fixed period exclusion may be extended for a further period not exceeding **45 school days** or converted to a permanent exclusion.

In such cases the Headteacher must write to you and/or your child explaining the reasons for the change.

RELEVANT LEGISLATION

Education Act 2002

National Assembly Circular 1/2004 ~ Exclusion from Schools and PRUs

The Education (Pupil Exclusions and Appeals) (Maintained Schools) (Wales) Regulations 2003

The Education (Pupil Exclusions and Appeals) (Pupil Referral Units) (Wales) Regulations 2003

Race Relations Act 1976 (amended 2000)

Sex Discrimination Act 1976

Disability Discrimination Act 2001

Human Rights Act 1998

Education (Pupil Records) (Wales) Regulations 2001

Pupil Support Service
Primary Behaviour Improvement Team

Referral Form

School Information:

School:.....
Address:.....
Tel:.....
Class Teacher:.....
SENCO:.....
Headteacher:.....

Pupil Information:

Name:

Year:.....

Date of Birth:.....

Parent/Carer:.....

Address:.....

.....

Telephone Number:.....

Other Agencies involved with pupil:

.....

.....

.....

.....

Behaviour Assessment Profile

Please complete by circling the number appropriate to the child's behaviour.

Emotional Control	5 frequently over-reacts, easily tearful	4 occasionally over-reacts, sometimes tearful	3 sensitive but usually manages to control emotions	2 normally even-tempered, occasional lapses	1 consistently even-tempered, copes with stress
Motivation	5 rarely completes tasks, resists teacher prompting	4 occasionally completes tasks with frequent teacher prompting	3 completes tasks when interested	2 completes tasks, some teacher prompting	1 completes tasks independently
Self-Esteem	5 lack of confidence, avoids all potential failures	4 lapses in confidence, avoids many potential failures	3 lacks confidence in some areas, dislikes new or difficult situations	2 usually confident, aware of strengths and weaknesses	1 appears confident, aware of strengths
Social Behaviour	5 active disrespect for property and belongings of others	4 frequent disrespect for property and belonging of others	3 occasional disrespect for property and belongings of others	2 usually shows respect for property and belongings of others	1 always shows respect for property and belongings of others
Assertiveness	5 dominates peers by verbal/physical force in most circumstances	4 dominates peers by verbal/physical force in certain circumstances	3 dominates peers by verbal/physical force selectively	2 occasionally inappropriately domineering	1 unlikely to be provoked into any form of verbal/physical reaction
Aggression	5 displays verbal/physical aggression to staff/peers with no provocation	4 may display verbal/physical aggression to staff/peers after some provocation	3 displays verbal/physical aggression to staff/peers after extreme provocation	2 manages to cope with most provocation	1 unlikely to be provoked into any form of verbal/physical reaction
Group Co-operation	5 actively disrupts group activities	4 has difficulty functioning in a group, may disrupt	3 group co-operation dependent on mix	2 actively participates in group activities	1 enthusiastic group member, positive leadership
Over-Activity	5 frequently over-active, rarely in seat	4 restless, fidgety, has difficulty remaining seated	3 restless and over-active at times, uneasily seated	2 restless at times, normally seated	1 sits quietly, appropriate interactions
Anger Control	5 resents criticism, over-reacts with outbursts etc.	4 responds antagonistically to criticism	3 finds teasing difficult, responds emotionally	2 occasional displays of anger, regains control	1 appropriate responses to criticism, accepts teasing
Classroom Conformity	5 refuses to co-operate, frequently interrupts lesson	4 reluctant to co-operate, often interrupts lesson	3 responds briefly, can interrupt and be uncooperative	2 usually conforms, with occasional teacher reminders	1 usually accepts teacher directions, conforms
Attention Seeking	5 frequently goes to extreme lengths to gain attention in class	4 often tries to gain attention by acting inappropriately	3 occasionally acts inappropriately to gain attention	2 enjoys attention, sometimes over-enthusiastic	1 enjoys attention, seeks this at appropriate times

