



Oak Activities Behaviour Policy

Reviewer:	Stuart Nimmo and Michael Kaoura
Position:	Senior Management Team
Date Last Reviewed:	January 2025
Review Date:	January 2026

1. Introduction

At Oak Activities we have adopted the principles of Therapeutic Thinking. This Therapeutic Behaviour Policy should be the plan for the majority of children. In addition to this, some children may require a Therapeutic Plan to formalise strategies that differentiate from this policy.

Others may need a more flexible approach at times of anxiety and change, or in specific circumstances.

What is Therapeutic Thinking?

Therapeutic Thinking is an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the school community.

At Oak Activities, we firmly believe that:

- Positive Experiences create Positive Feelings
- Positive Feelings create Positive Behaviours

When we use a Therapeutic Approach;

- We analyse behaviour rather than moralise about it
- We look for the root causes from feelings and experiences
- We model Therapeutic Practices with all pupils, staff, parents/carers and commissioning board
- Our language is chosen carefully to be focused on a positive outcome and resolution

At Oak Activities we want to promote the link between teaching, learning and, behaviour. The aims of this policy will:

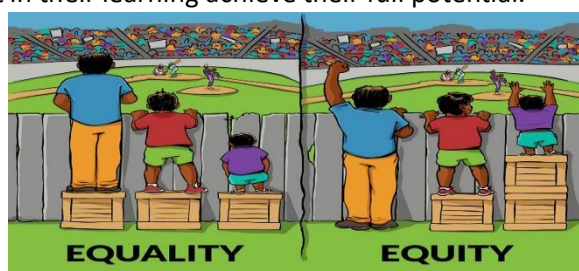
- Improve staff confidence and safety in applying a therapeutic approach to their site dynamic
- Support the inclusion of those pupils with difficult or dangerous behaviour
- Ensure the positive environment for safe learners
- Reduce AP Timeouts

Equality is treating everybody the same.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success.

At Oak Activities we advocate for each pupil to receive the resources, experiences, appropriate interventions and, support in their learning achieve their full potential.



2. Roles and Responsibilities:

Everyone has a responsibility for:

- Being a positive role model.
- Ensuring they are fully aware of the Therapeutic Behaviour Approach that is expected at Oak Activities.
- Creating a calm and well-ordered environment for teaching and learning and promoting pride in it.
- Establishing and maintaining high expectations at all times and praising when those expectations are met.
- Ensuring they strive to have positive working relationships with all members of staff by demonstrating mutual respect and tolerance.
- Consistently promoting valued behaviour by treating others how you would like to be treated.

Senior Management Team are responsible for:

- Monitoring and evaluating the policy
- Creating a positive ethos by establishing happy, safe, secure and well-maintained environments across all sites
- Ensuring no pupil will be discriminated against because of race, religion, culture or other protective characteristics
- Effective monitoring and review of the therapeutic approaches throughout Oak Activities
- Providing regular training (whole company) and for individuals
- Recording incidents of a serious nature, taking steps to ensure these do not re-occur

The staff are responsible for:

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour
- Using therapeutic thinking language outlined in this policy to describe, manage and record behaviours

- contributing to the creation of individual behaviour curriculums using the toolkit set out in Cambridge Therapeutic Thinking
- Take part in reflective conversations and de-briefs following a behaviour incident to plan and develop new strategies for young people
- Be willing to model restorative approaches and take part or facilitate restorative conversations
- Pro-actively seek ways to avoid difficult and dangerous behaviours through the use of the CTT predict and prevent toolkit
- Recognising and valuing individual pupils according to their social and academic ability/need to enable them to achieve their full potential
- Support children and young people to behave in a way that is safe to themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g., stopping a 'silly' game from continuing)
- Encourage children to take increasing responsibility for their own learning and conduct through teaching the core competencies of Emotional Literacy
- Implementing behaviour guidelines using Oak Activities systems for rewards and consequences – taking firm and consistent action to prevent one pupil from taking away another pupil's right to learn or feel safe
- Ensuring they always support the supervision of all pupils
- Liaising with parents about matters that affect their allocated pupils happiness, progress and behaviour by keeping the parents well informed
- Following the programme of PSHE to promote valued behaviour
- Regular and clear communication with parents/carers and commissioning bodies to reinforce role they are expected to play in their development of their pupil's behaviour at Oak Activities
- Recording behaviour logs in a factual, objective, non-emotive manner

Parents / Carers are responsible for:

- Accepting, contributing and supporting the Oak Activities therapeutic approach for staff and pupils
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate
- Attending meetings when requested
- Communicating regularly with their child's keyworker and sharing information that will enable Oak Activities to support their child

Pupils attending are responsible for:

- Their own learning and then follow site rules and guidelines
- Being receptive to support from Oak Activities staff for their own learning and behaviour
- Taking pride in and respecting their learning environment
- Taking responsibility for their actions and being aware that Educational and Protective consequences that may be implemented that are matched to the behaviours exhibited
- Showing respect for the property of others
- Taking pride in their learning and actions
- Valuing others' opinions

Commissioning Bodies are responsible for:

- Providing Oak Activities with relevant supporting documentation regarding behavioural needs
- Providing regular updates
- Attending all reviews (IAEP, EHCP, Behavioural etc.)
- Maintain regular contact with the key staff
- Sharing information regarding safeguarding and behaviour pertinent to support the pupils needs
- Sharing any strategies used in line with a Cambridgeshire Therapeutic Thinking

3. Behavioural Definitions:**What are Valued Behaviours:**

- Behaviour held in high regard by an individual, the community, or the environment
- Creates helpful feelings in self or others
- Behaviour characterised by a concern for the rights, feelings, and welfare of others
- Behaviour which benefits other people or society

What are Detrimental Behaviours:

- Behaviour that hurts or hinders an individual, the community, or the environment.
- Creates unhelpful feelings in self, and others.
- Behaviour that is likely to cause injury, harassment, alarm, or distress.
- Behaviour that violates the rights of others

It is important to be able to differentiate between behaviour that is difficult or dangerous.

Difficult Detrimental Behaviour – Behaviour that is detrimental, but not dangerous

Dangerous Detrimental Behaviour – Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such a racist abuse.

What are Unsocial Behaviours:

- Not desiring or benefitting from close association, but not to the detriment of self or others
- Not choosing to behave sociably in the company of others, but not to the detriment of self or others
- Not doing as instructed or dictated, but not to the detriment of self or others

4. Consistent Language:

Consistent language is incredibly important within Oak Activities and staff are asked to think carefully about the language they use both towards, and about, pupils.

We do not use punitive language at Oak Activities:

- Children are not 'banned' from things; rather, we find a more appropriate time to rearrange the planned activity when the pupil is regulated enough to access this.
- Children are not 'punished'; rather, we want to encourage them to talk about what went wrong in the incident and how an alternative behaviour might have brought about a more positive outcome.
- Sanctions are not administered; rather, we support the child to recognise the natural consequences of their actions and make positive choices.
- Incidents are described in neutral and blame-free language; examples to use include: 'the child became emotionally dysregulated', not 'the child was behaving badly' 'there was a conflict', not 'they were out of control' 'the primary and secondary strategies we have tried so far were unsuccessful', not 'nothing's working'
- Children are not isolated from others; rather, we try to identify the sources of conflict and put measures in place to reduce heightened behaviours and restore relationships.

We recognise that this process can take considerable time, as repairing relationships and building trust take time.

Staff, pupils and parents alike are asked to commit to this process for all learners attending Oak Activities, as it is being with others supports pupils to:

- manage and repair conflict
- make compromises
- accommodate the needs of others
- ultimately manage their own tolerance and ability to be around others with
- different needs and interests

We consider all of the above as essential life skills and it is the learning of these things that can sometimes be the focus for children at first, whilst we introduce and slowly increase academic demands.

5. Protective and Educational Consequences:

It is essential that there is always an element of restorative practice. Staff must be able to show how we have helped the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing.

Restorative practices provide the pupil with the opportunity to reflect on behaviours differently faced with the same set of circumstances reoccurring. If there is no natural consequence, then sometimes a protective and educational consequences will appropriate.

Protective Consequences (removal of a freedom to manage harm) - are necessary measures to manage the risk of harm. Protective consequences may limit freedoms.

Educational Consequences (the essential learning, rehearsing or teaching to enable behaviour change) - progress the child's understanding and engagement. Where protective consequences are necessary educational consequences should allow the gradual removal of adaptations. Educational consequences return freedoms.

6. Graded Behaviours:

To provide consistency on the way specific behaviours are supported and responded to within Oak Activities, all behaviours displayed by children and young people will be graded 1-5 (see appendix E). These gradings are to be used as a guide for all staff when reviewing any behaviours that have been displayed.

The rationale for creating behaviour gradings is to collate information around specific behaviours that are recurring and to ensure that our responses are appropriate to the level and frequency of the behaviour displayed. The gradings will also allow staff and management to review accordingly and provide children and young people with the correct level of support, intervention, or educational consequence at the right level/time for the behaviour being displayed.

AP Managers will oversee the grading of the behaviours observed and any escalations will be brought to the Internal Behaviour Panel for further discussion and planning.

7. AP Timeouts:

AP Timeouts (Exclusions/Suspensions) should only be used rarely and in exceptional circumstances. The decision to AP Timeout can only be made by the Senior Management Team in conjunction with Local Authority and School/Academy following an Internal Behaviour Panel Meeting (Appendix F). Whilst a one-off episode or incident of behaviour may sometimes be positively managed with a fixed period away from Oak Activities, it would be our usual practice to consider whether Positive Behaviour Strategies had been fully explored.

However, it is also important to remember that:

- Ending of a session early is deemed as an AP Timeout, therefore the decision can only be made by a member of the Senior Management Team in conjunction with the Local Authority, School/Academy.
- Individual needs, risks and context will always be considered when contemplating an exclusion of any sort.
- AP timeouts of between 1 and 5 days may be considered when the pupil, Oak Activities and/or commissioning body feels that some timeout may be necessary.
- An AP timeout is used as an opportunity to re-think approaches or make changes to provision.
- Following an AP timeout a reintegration meeting with the pupil and parents could be a really effective way to restart provision in a more positive way for the learner and their staff.
- AP timeouts may also need to be considered in serious circumstances to allow Oak Activities to reflect with parents, carers, social workers and/or other professionals.
- Unfortunately, ending of the placement may be a necessity in more extreme circumstances where, for example, the safety or wellbeing of others at school has been significantly compromised. Such extreme circumstances might include the following, which again is not an exhaustive list:
 - Use of weapons or weaponry within school towards another
 - Selling of drugs or drug paraphernalia
 - Premeditated actions to hurt or harm another
 - Continued and repeated disruptive behaviour and unwillingness to engage with support or repeated long-term targeting of another or others/child on child abuse

- Single or repeated serious violence or assault
- Oak Activities will also ensure that they have taken a clear account of events on which to base their decision.
- It may be necessary for Oak Activities to engage with other professionals in relation to the decision to AP Timeout, but the decision ultimately rests with the Senior Management Team and the commissioning School/Academy or Local Authority.
- A decision to AP Timeout can be made whilst further investigation or engagement with professionals for additional support is underway.

On the return from an AP Timeout, the parents will have a re-integration meeting with the AP Manager and if required, a member of the senior management team to support a successful and positive re-integration. The decision to invite the pupil will be made on a case-by-case basis.

8. Searching and Prohibited Items:

If a member of staff has reasonable grounds to suspect that a pupil is in possession of a banned item, a pupil can be instructed to undergo a search without consent, parental permission or prenotification is not required. Searches are to be conducted by the management team only. Management may examine data files held on personal devices during a search in conjunction support and advice from other professionals.

AP managers will seek advice from senior management team if they feel the need for searching a pupil is identified.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other related smoking items (e.g. vapes, lighters etc.)
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to college property

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

[Searching, screening and confiscation in schools - GOV.UK](#)

9. Restorative / Reflection:

We attempt to resolve issues restoratively to promote and protect healthy relationships amongst members of our community. A restorative conversation supports to ensure that those responsible of any harm accept responsibility for the impact of their actions. These approaches provide an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability. This could be through:

- Affective questioning
- The use of micro scripts in sessions and community spaces.
- Restorative conversations

Restorative approaches allow:

- a chance to tell their side of the story and feel heard
- to understand better how the situation happened
- to understand how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and feel better about themselves

The restorative process is structured around key restorative questions:

- What's happened?
- What were you thinking/feeling at the time?
- What have your thoughts been since?
- Who has been affected and how?
- What needs to be done to make things right?

Staff are encouraged to use these questions as part of their daily dialogue as well as for use in the preparation and running of formal restorative meetings.

10. Transition:

Pupils that attend Oak Activities are referred to us from a range of settings (Mainstream Schools, Specialist Schools and the Local Authority). The timeframe for attending Oak Activities varies per pupil. Therefore, transition in and out of Oak Activities should be handled carefully and in a supportive, structured, and planned way.

Oak Activities have a thorough on-boarding process to support the transition of the pupils into the provision. During the on-boarding process we will complete assessments to support Emotional Literacy (SDQ) outlining our guidelines on supporting behaviour and our approaches. Within the referral form we receive information from the previous establishments which will help us understand the needs of the learners and the background Information.

For pupils who start the process of moving on from Oak Activities, there is a thorough transition pathway. For detailed information on the transition process, please refer to the transition package in Appendix A. Oak Activities will collaborate with the new establishment to ensure staff visit the pupils within the Oak Activities sites and keyworkers providing support onsite during this time.

Each child or young person referred to Oak Activities that embarks on transition to a different setting or school will have a bespoke transition package created to meet their needs.

[Transition Booklet.pdf](#)

11. Training:

All Oak Activities staff will receive training in Cambridgeshire Therapeutic Thinking through our in-house tutors. Sherwood RPI Training will be delivered to identified staff working with identified

pupils. In addition, there are ongoing programmes of training related to behaviour management, such as Emotional Literacy Practices and collaborative sessions where staff come together to share good practice in dealing with behaviour.

Our tutors will receive annual refresher training from Cambridgeshire Therapeutic Thinking and then deliver this to staff.

12.Restrictive Physical Intervention:

Oak Activities staff have a duty to ensure the health safety and wellbeing of everyone in attendance. Positive handling is deployed when all other aspects of this policy have been exhausted. In limited circumstances, **trained** staff may use reasonable force to physically intervene to prevent pupils:

- Causing disorder (e.g. having to evacuate a room)
- Hurting themselves or others
- Damaging property with the intent to cause harm

Staff are instructed to be aware of the pupils age and individual circumstances when moving them as some pupils find this more upsetting than others. Situation may include:

- A need to comfort a learner in distress, appropriate to their age and understanding.
- A need to support a learner with their physical care (toileting, self-care, changing clothes)
- A requirement to gently direct a person
- For activity reasons (drama, Physical game)

To avert danger to the learner, their persons or significant damage to property incidents of physical intervention **MUST**:

- Always be used as a last resort
- Where possible should be employed by members of staff that have received the appropriate level of training via an approved provider (Sherwood Training)
- 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 on the physical intervention log

13.Recording

All behaviours are required to be recorded before the end of the day. This is to ensure factual accounts are available, these can be monitored and reflected on. This will allow us to understand the behaviour and ways we can predict and prevent this behaviour from reoccurring.

Within Oak Activities we ask all staff to record the behaviours in line with our Graded Behaviour Document (appendix E). This is as followed:

- Behaviour Graded 1 or 2 = ABT Form completed
- Behaviour Graded 3 = Behaviour Log Completed
- Behaviour Graded 4 or 5 = Behaviour uploaded to MyConcern

Behaviours resulting in the use of Restrictive Physical Intervention must be recorded on the day of the incident on the Behaviour Log and Uploaded onto Myconcern. The Behaviour and Welfare

Manager will check the form and discuss the rationale with staff involved before the form is sent to the Local Authority or School/Academy.

14.Linked Policies

- Oak Activities Restrictive Physical Intervention Policy
- Oak Activities Restraint Reduction Policy
- Oak Activities Health and Safety Policy
- Oak Activities Safeguarding and Child Protection Policy

15.Cambridge Therapeutic Thinking Toolkit

All resources linked to Therapeutic Thinking can be found within the Oak Activities Sharepoint. This folder holds the Therapeutic Thinking Toolkit, Useful Information, Copy of the CTT Slides and is updated on a regular basis.

Oak Activities\Oak Activities - Documents\Resources\CTT Toolkit



Appendix A –_ABT Chart (Recording Graded Behaviours 1 and 2)

Antecedent	Behaviour	Tangible gain
<i>What happened right before the behaviour that may have triggered the behaviour?</i>	<i>What the behaviour looked like?</i>	<i>What happened after the behaviour, or as a result of the behaviour?</i>

Staff Completing Sign		Date:
AP Manager Sign		Date:

Appendix B - Oak Activities Behaviour Recording Log (Graded Behaviour 3 or RPI)

Pupil Name:	Date + Time:
Staff Reporting:	Location (Specify):
Reporting to:	All involved:

Recording of Behaviour

Antecedents	Behaviour	Tangible gain
<i>What happened right before the behaviour that may have triggered the behaviour?</i>	What the behaviour looked like?	What happened after the behaviour, or as a result of the behaviour?

Recording of Restrictive Physical Intervention

Staff Member Leading:	Date + Time:
Staff Member Supporting:	Location (Specify):
Reporting to:	Witnesses:

Primary Strategies Used:	Secondary Strategies Used:
-	-

Rationale for using Restrictive Physical Intervention:

Restrictive Physical Intervention Techniques Used	Timings
-	

Details of the Restrictive Physical Intervention:

Outcomes following the use of Restrictive Physical Intervention:

Checklist

Parents / Carers Informed		Commissioning Body Informed	
Behaviour and Welfare Manager informed		Operations Manager Informed	
First Aid Offered		Risk Assessment Reviewed	
Positive Behaviour Support Plan Reviewed (if they have one)		Reflection Offered	

Staff Completing Sign and Date:.....

AP Manager Sign and Date:.....

Appendix C - Reflection of Behaviours

Reflection (with staff involved):

Reflection (with pupil involved):

Oak Behaviour Panel Meeting:

Actions Taken:

Interventions to be planned:

Staff Leading Reflection Sign	
Date	
AP Manager Sign	
Date	
Behaviour and Welfare Manager Sign	
Date	

Appendix D - Positive Behaviour Support Plan – for pupils who need additional support from the policy

Pupil Name:	Date Completed:
Staff Completing:	Review Date:

Behaviours (Unemotional, Non-Judgemental, Factual, Description, Including Severity and Frequency):

Pro-Active Strategies:

Re-Active Strategies:

Pupil Voice (*The best ways to support me*):

Agreed Protective Consequences:

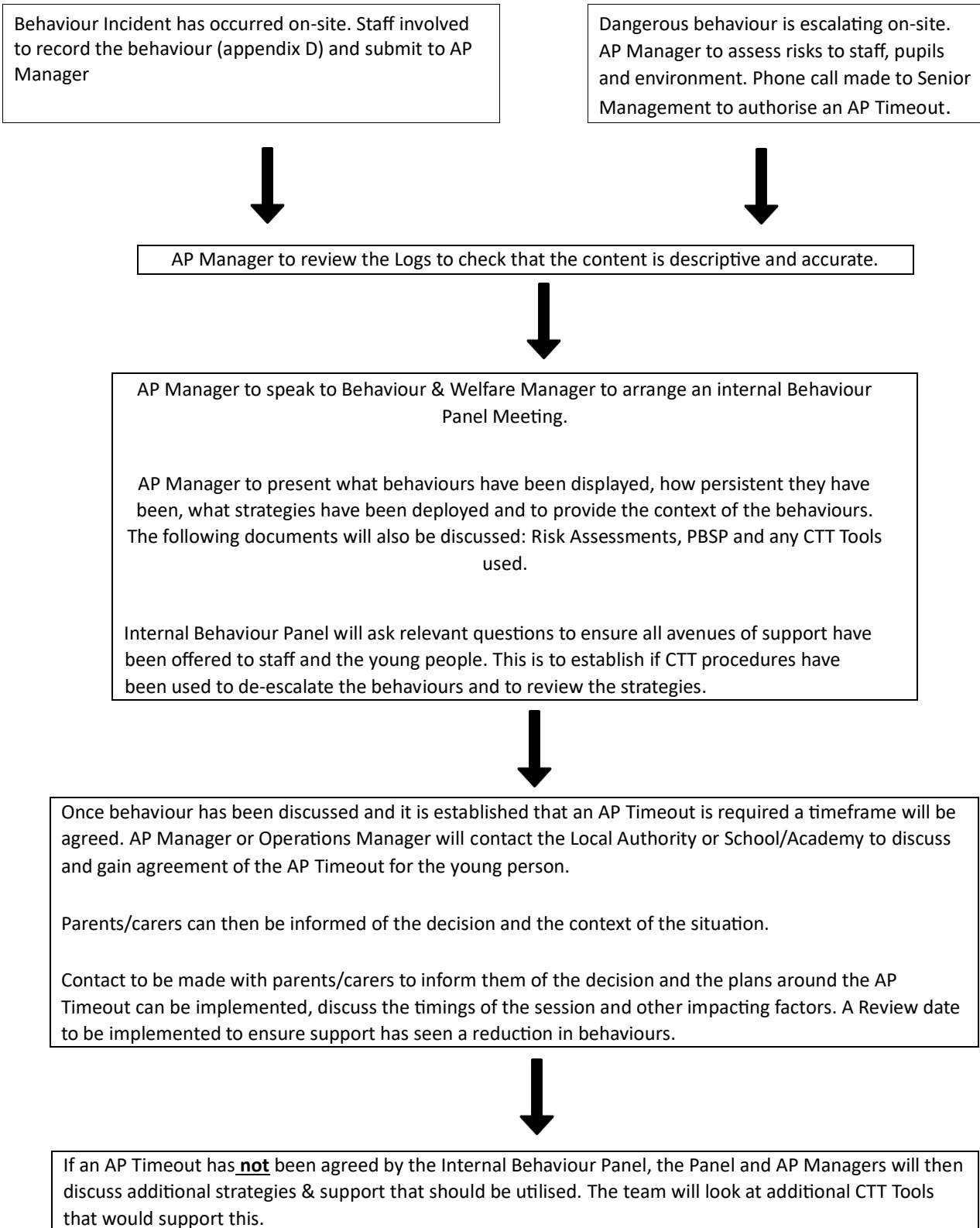
Agreed Educational Consequence:

Keyworker Sign	
Date	
AP Manager Sign	
Date	
Behaviour and Welfare Manager Sign	
Date	

Appendix E - Graded Behaviours

Levels		Intervention	Outcomes	Recording and Next Steps
1	Inappropriate language or terminology Failure to follow low level demands/instructions Refusing to complete set tasks Incorrect use of equipment	Keyworker to speak to pupil using EL approach Continued access to EL Curriculum Social Skills Intervention Change of activity or staff Early Prognosis checklist	Pupil has reflective conversation with AP Manager. Communication with parent / carer Communication with commissioning body (weekly reviews)	ABT Chart to be completed for agreed period of time to monitor – AP Manager to lead to lead on next steps and consequence (if required)
2	Using derogatory terms that hurt or upset others Verbal abuse to an adult or child Disruptive behaviours Damage to equipment Left session without permission	Keyworker to speak to pupil using EL approach Continued/Targeted? access to EL Curriculum Social Skills Intervention Look into change of activity or staff Early Prognosis checklist	Pupil has reflective conversation with AP Manager. Communication with parent / carer Communication with commissioning body (email or phone call)	ABT Chart to be completed for agreed period of time to monitor – AP Manager to lead on next steps and consequence (if required)
3	Verbal Threats to staff or pupils Graffiti Persistent non-compliance Dangerous Behaviours (accessing unsafe spaces) Refusing to attend sessions	Risk Calculator to be completed Early Prognosis checklist Behaviour Agreement to be updated and re-signed.	Pupil has reflective conversation with AP Manager Meeting with Behaviour and Welfare Manager to review and plan. Conversation with commissioning body (Phone Call)	Behaviour Log to be completed – AP Manager to lead on next steps and consequence (if required) AP Manager to inform Behaviour and Welfare manager to discuss
4	Damage to Property Theft Discrimination towards protected characteristics Smoking / Vaping Substance abuse Bullying / Online Bullying Dangerous Behaviours (setting off fire alarm / extinguisher) Absconding	Risk Calculator to be completed Values and Beliefs checklist to be completed Anxiety Analysis to be completed before return	Pupil has a reflective conversation with AP Manager Meeting with Oak Behaviour Panel to review and plan Conversation with commissioning body (Phone Call) Update of Risk Assessment Update of PBSP Review timetabling (Does this need reducing to build up?)	Behaviour to be logged on Myconcern AP Manager to bring to Internal Behaviour Panel for further discussion and planning
5	Physical assault / violent behaviour against staff or pupil Use, or Threat of use of an offensive weapon or prohibited item (including possession)	AP Timeout (timeframe to be decided on each basis, Review of processes around the pupil) Reflection / Restorative Practices on return Risk Calculator to be completed Values and Beliefs checklist to be completed Anxiety Analysis to be completed before return	Meeting with Oak Behaviour Panel to review and plan Conversation with commissioning body (Phone Call/Teams) Update of Risk Assessment Update of PBSP Re-Integration Meeting to take place (if AP Timeout authorised) Review of behaviour agreement	Behaviour to be logged on Myconcern AP Manager to bring information to an Internal Behaviour Panel for further discussion and planning

Appendix F - Behaviour Panel Review Process





Appendix G – Behaviour Agreement

Pupil Name:	
Meeting Date:	
Attending:	

Within Oak Activities we have a Therapeutic Approach to how we support Positive Behaviour. We work alongside the pupils, parents and the commissioning body to meet an agreed set of goals. To support the progress towards these goals, we all agree to the following:

..... agrees to:

- Be respectful to others
- Walk when inside
- Appropriately share with others
- Be considerate of my touch
- Listen when someone is speaking
- Help staff by tidying items I have used
- Use appropriate language
- Use indoor voices
- Take turns
- Respect the property
- Work with staff to reflect and engage with consequences

..... (Parent/Carer) agree to:

- Work with Oak when situations arise to tackle issues together
- Ensure attends Oak regularly and for the agreed times
- Inform Oak of any concerns or worries that, I, or my child, have
- Show respect to all staff and young people of Oak
- Communicate attendance with Oak Staff
- Attend all reviews regarding their time at Oak

..... (on behalf of Oak Activities) agree to:

- Treat all young people equally and with respect
- Listen to young people and take all opinions into consideration when a situation arises
- Respond to parent/carer and child concerns and act appropriately
- Support pupils to access an Emotional Literacy Curriculum (Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Decision Making Skills)
- Support pupils to learn supportive techniques to regulate their emotions with positive outcomes.
- To support the pupils to understand the expectations stated above and how we can positively work together towards a shared goal.

By signing all agree to work together to gain positive outcomes whilst attending Oak Activities. If it is felt that elements of this agreement are consistently not being adhered to, Oak Activities will follow the procedures laid out within our Behaviour Policy.

AP Manager Sign:

Date:.....

Appendix H - AP Timeout Checklist

Following on from the Internal Behaviour Panel an agreement has been made that we will progress with an AP Timeout. Before the AP Timeout is finalised, AP Manager / Operations Manager must complete the following:

Consideration / Task	Completed
Speak to the Commissioning Body to discuss concerns and possible AP Timeout.	
Speak to Parents / Carers to discuss impact of an AP Timeout and rationale behind the decision.	
Make arrangements for keyworker to complete a check-in (phone call or teams) during the AP Timeout.	
Make clear plans for reflection during the period of the AP Timeout (Risk Assessment, PBSP, Anxiety Analysis etc.)	
Re-Integration plan created to ensure pupil is offered the opportunity for reflection.	

Appendix I - Helpful Scripts

Unsocial Behaviours:

	Positive Phrasing (<i>can include distracting/redirecting</i>)	Limited Choice	Disempowering the behaviour and/or De-Escalation	Protective or Educational Consequences
Refusing to complete the set tasks.	<p>I know you want to do first I need you to, then you can</p> <p>'Can you tell me..../show me?'</p>	<p>'I can see you are not ready to do Maths now, so we can do or and come back to <u>task</u> when you are ready.'</p> <p>'Let's see if we can do this in <i>different location</i>'?</p> <p>'I wonder if we will be faster at the table or <i>different location</i>? (repeat)</p> <p>'Are you starting your work with the words or a picture?' (repeat)</p> <p>'You can work with a friend or on your own.' (repeat)</p>	'You can choose to finish it later.'	<p>Rehearsing and practising</p> <p>Completing tasks</p> <p>Differentiated curriculum – possibly practical and creative activities to encourage engagement in class</p>
Not listening to/ following instructions	<p>'I can see you are not choosing to listen at the moment, would you like me to explain again?'</p> <p>'Fantastic listening from.... I like the way you are showing me you listening by this will mean you can follow my instructions.'</p>		'You can choose to have another go later.'	'We will check you understand how to.... Before you go'

Choosing to do another activity than the one planned	'I can see you are choosing to now rather than join in. If you do this..... first, then you can after that.'	'You can choose to do this now or later'. (repeat)	'You can choose to do this later if you would like to when the others are doing.....?'	'We can check you understand what to do before you move on.'
--	--	---	--	--

Anti-Social Behaviours:

	Positive Phrasing (<i>can include distracting/redirecting</i>)	Limited Choice	Disempowering the behaviour and/or De-Escalation	Protective or Educational Consequences
Aggressive shouting/calling out disruptively	'I can see that you are not ready to join in. When you are ready, we can talk about the task before you move on.'	'We can talk about ensuring others are able to do their tasks when you are ready – who would you like to talk to, me or?' (repeat).	If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation. If it is being done to disrupt others then use the phrasing and choices. Ignore and speak later to individuals.	Conversation and exploration
Damage to property	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat).		Assisting with repairs or planning the repairs
Swearing / Name Calling	'I can see that you are not happy at the moment.' 'I can see you are upset.' 'We can talk when you are ready.'	'When you are ready we can talk here or' (repeat). 'We will carry on when you are ready.' 'We can talk when you are ready – who would you like to talk to, me or?' (repeat when calm)	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	Conversation and exploration 'Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.'

Dangerous Anti-Social Behaviours:

	Positive Phrasing (<i>can include distracting/redirecting</i>)	Limited Choice	Disempowering the behaviour and/or De-Escalation	Protective or Educational Consequences
Spitting Hair pulling Pushing aggressively Scratching Pinching Hitting / Kicking Fighting Biting Punching Throwing furniture	‘Your actions have hurt me/child’s name. Use your words and I will listen.’	‘I can see there is something wrong. Do you want to come inside and talk to? (give a choice of 2 – whichever most appropriate/available). (If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).	‘Child’s name....., I can see something has happened.’ ‘I am here to help.’ ‘Talk and I will listen.’ ‘Come with me and’	Protective Consequences: Possible limit to outside space Differentiated workspace Exclusion

Appendix J – Transition Support Flowchart

Flowchart below is a breakdown of the document, linked into Section 10 of policy.

