



Oak Activities Positive Relationships Policy

Reviewer:	Senior Management Team
Position:	Senior Management Team
Date Last Reviewed:	January 2026
Review Date:	January 2027

1. Aims

At Oak Activities we recognise the links between behaviour, feelings, and experiences.

Our approach to behaviour management is aligned with the Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour within Oak Activities in line with Therapeutic Thinking Ltd. Every site relies on its members behaving in certain ways to achieve its purpose. A sites central purpose is concerned with children's learning and their overall well-being.

Therefore, this policy, and its application, aims to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of Oak Activities communities
- Maintain a safe, calm environment that enables all pupils to achieve
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop Valued Behaviour
- Explicitly teach Valued Behaviours, so that pupils make progress
- Analyse and reduce AP Timeouts
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

2. Roles and Responsibilities:

Everyone has a responsibility for:

- Being a positive role model.
- Ensuring they are 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:

- Reviewing and approving this 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
- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review.
- Addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent.
- Analysing patterns or pupils' behaviour, using this information to support Oak Activities stated aims and the principles of this policy.
- Providing updates, reminders and training for colleagues about pupil's behaviour and this policy
- Contributing to the induction of new staff
- Creation and review of a behaviour curriculum
- Ensuring staff have access to training or support to develop skills and understanding

All members of staff:

All members of staff are responsible for:

- Teaching Valued Behaviours
- Modelling Valued Behaviours
- Analysing and interpreting pupil's behaviours as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce Detrimental Behaviours
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain their physical and emotional welfare
- Working in partnership with pupils' parents/carers
- Implementing this policy consistently

Parents / Carers:

Parents and Carers, where possible, should:

- Collaborating with Oak Activities around the support provided for their child.
- Get to know Oak Activities Behaviour Policy and reinforce it at home where appropriate.
- Support their child in understanding and following Oak Activities Behaviour Policy.
- Inform Oak Activities of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns promptly with Alternative Provision Managers
- Engage in the life of Oak Activities and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

Oak Activities will endeavour to build a positive relationship with parents and carers, and is committed to working in partnership to meet the needs of children. Oak Activities will inform parents / carers about their child's valued and Detrimental Behaviour.

Pupils:

Pupils will be made aware of the following during their induction to the school:

- They will be taught Valued Behaviours at Oak Activities, and that by attending Oak Activities they understand these ambitions
- They will be recognised and celebrated for Valued Behaviours
- They will be asked regularly for their views about Valued and Detrimental Behaviour to support the evaluation, improvement, and implementation of this policy.
- Some pupils will need more teaching and support than others, in order to secure Valued Behaviours and reduce Detrimental Behaviour
- How to raise concerns or ask for support.

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. Definitions:

Behaviour: anything that individuals say and do.

Valued Behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the Oak Activities values. A more detailed description of the Valued Behaviours linked to Oak Activities values can be found in Section 10.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to Oak Activities values. Examples of Detrimental Behaviour and how adults should respond at Oak Activities can be found in Section 11.

Dangerous behaviour: a form of Detrimental 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 as racist abuse.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which Valued Behaviour replaces Detrimental Behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at Oak Activities can be found in Section 5.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms. More detail about Educational Consequences at Oak Activities can be found in Section 5.

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.

Appendix G – Scripts and Responses

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 be 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 1-3. 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.

Alternative Provision Managers will oversee the grading of the behaviours observed and any escalations will be brought to the Senior Management Team for further discussion and planning.

Appendix E – Graded Behaviours

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 input from the Senior Management Team. 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 in conjunction with a member of the Senior Management Team and discussion 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 an 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.

Appendix J – AP Timeouts Process

8. Searching and Prohibited Items:

Where a member of staff has reasonable grounds to suspect that a pupil is in possession of a prohibited item, the pupil may be required to undergo a search. Such searches may be carried out without the pupil's consent and without prior notification to, or permission from, parents or carers, in accordance with current legislation and statutory guidance.

All searches will be conducted by members of the Management Team only and will be carried out in a manner that is proportionate, respectful, and mindful of the pupil's dignity and welfare. Searches will always include 2 members of staff.

Where appropriate and lawful, management may examine data or files stored on personal electronic devices found during a search. This will be undertaken only when there is good reason to do so and, where necessary, in consultation with and with advice from relevant professionals.

AP Managers will seek advice and guidance from the Senior Management Team where they identify a need to search a pupil or where circumstances are complex or sensitive.

Prohibited items include, but are not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco products and related items (including vapes, e-cigarettes, lighters, and matches)
- Fireworks
- Pornographic images
- Any item that has been, or is likely to be, used to commit an offence, cause personal injury, or cause damage to property

The Designated Safeguarding Lead (or Deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed. The staff member should also involve the Designated Safeguarding Lead (or Deputy) without delay if they believe that a search has revealed a safeguarding risk. If the Designated Safeguarding Lead (or Deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.

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. Valued Behaviour:

Valued Behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others.

Behaviour Curriculum – Intent

At Oak Activities our key values are: Inclusion, Ambition, Collaboration, Pride. Each one is linked to feelings the sites aims to create for pupils, and includes brief descriptions of what this looks and sounds like.

Inclusion

We want young people to feel safe, comfortable, seen and heard. Effective inclusion is when pupils are supported and enabled to:

- Attend Oak Activities regularly and arrive on-time.
- Share their experiences.
- Ask for help when they need it.
- Express how they are feeling.
- Use non-verbal communication effectively (e.g. nodding, open body language)

Ambition

We want young people to develop a love of learning, optimism and confidence. Pupils are supported and enabled to be ambitious by:

- Attempting learning tasks and maintaining concentration on these.
- Striving to achieve their targets
- Using topic specific vocabulary when talking about what they are learning.
- Recognising their own strengths

- Trying to help themselves when they are stuck or facing a challenge
- Accepting that making mistakes is a way to learn and improve

Collaboration

We want young people to feel valued, trusted and appreciated. Pupils are supported and enabled to be collaborative by:

- Speaking confidently with adults and peers
- Asking questions.
- Taking part in debates and discussions.

Pride

We want young people to feel proud, content and develop a sense of belonging. Pupils are supported and enabled to be proud by:

- Taking part in two-way conversations
- Taking care of resources and equipment
- Greeting adults and peers.
- Speaking calmly to all adults and peers
- Giving thanks.

Behaviour Curriculum – Implementation

Recognising and Celebrating Valued Behaviour

Adults must take every opportunity available to recognise and celebrate Valued Behaviour. This should happen as soon as possible once the valued behaviour has been observed. At Oak Activities we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces Valued Behaviour. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate Valued Behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken. The strategies adults deploy at Oak Activities are likely to include some of the following:

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Specific verbal praise / recognition (e.g. telling the pupil what they have done and how it made you feel)
- Contact with home: Postcards/Phone Calls

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others.

Some children may thrive when their Valued Behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings.

Private feedback can be a powerful motivator, boosting confidence and reinforcing Valued Behaviours.

Behaviour Curriculum – Impacts

Oak Activities will continuously analyse and review the progress pupils make in relation to Valued Behaviour. The progress measures that pupils make as a result of the education they receive may include:

- Reduced frequency and/or severity of Detrimental Behaviours
- Increased attendance
- Greater engagement in activities
- Deeper understanding of emotions and feelings
- Increased co-regulation and self-regulation
- Having more confidence in their own abilities
- Developing friendships
- Co-operating
- Resolving conflicts

The ways we analyse these measures are:

- Data recorded regarding severity and frequency of Detrimental Behaviours. Data is gathered through ABC and details within Behaviour Logs.
- Termly reviews of celebration and recognitions.
- Regular discussions in briefings about the progress of groups and individuals seen in observation and using professional judgement.

11. Detrimental Behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At Oak Activities we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of Detrimental Behaviour may indicate an unknown or unmet need which requires further consideration. For some pupils their known additional / special educational needs may influence their behaviour.

Adults should respond to Detrimental Behaviour with the aim of reducing it and identifying opportunities to teach pupils about Valued Behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the Detrimental Behaviour. The responses will always consider the needs of the pupil(s) displaying Detrimental Behaviour and be adapted accordingly.

Responding to Detrimental Behaviour

Some Detrimental Behaviours may not be unusual at Oak Activities and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

- Restating the expected Valued Behaviours – calmly making clear what the pupil should be doing.
- Non-verbal intervention – moving closer to the pupil (if appropriate), using simple hand gestures, using other non-verbal communication techniques such as symbols and visuals etc.

- Proximal praise – recognising and celebrating those pupil who are doing what has been asked; restating the specific Valued Behaviour is helpful.
- Check-In – Asking “are you ok?”, “What do you need?” or “how can I help?2, during or immediately after a Detrimental Behaviour
- Positive phrasing – gain the pupil’s attention, give a clear, unambiguous instruction, delivered with clarity. End with “Thank you”. **E.g. Pupil A, put the pen down on the table. Thank you**
- Disempower the behaviour – a planned response to Detrimental Behaviour to make the detrimental less successful and effective in the moment for the pupil. **E.g. Pupil A, you can list from there.** The adult should then focus on catching the pupil getting it right.

Some Detrimental Behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour, dismissive/offensive language, significant or repeated disruption to others’ learning, invading others’ personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include to those outlined above. In addition, adults may need to:

- Intervene – gain the pupil’s attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of Detrimental Behaviour as well as the significance and impact of the Valued Behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- Apply consequences - any pupil displaying Detrimental Behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below in Section 7c. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and Detrimental Behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:
 - reteaching Valued Behaviour during the lesson, undertaken where possible away from other pupils
 - scaffolding the Valued Behaviour, for example through a social story, visual reminders, or modelling
 - increasing adult input / supervision for a defined period of time
 - use of limited choice; (e.g. ‘we are all sitting quietly now; will you sit quietly on your chair or mine?’)
 - increasing / adapting praise and celebration of Valued Behaviour when it is displayed

Analysing Patterns of Detrimental Behaviour

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to Detrimental Behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

Where pupils frequently display Detrimental Behaviour, the keyworker and AP Manager will record these incidents and be supported by a senior leader to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.

Responding to Dangerous Behaviour

Dangerous behaviour is defined any action or actions which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- Separation from adults and/or peers,
- Limiting access to agreed areas of the site
- Accessing different activities / equipment to peers,
- Increased levels of adult support and supervision,
- Temporarily reduced timetables,
- AP Timeout

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken following collaboration between AP Manager and a member of Senior Management Team. In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

11.Training:

At Oak Activities we recognise every adult within the site has an important role to play in developing pupils' Valued Behaviour and reducing Detrimental Behaviour. We also recognise that every member of staff requires support and training to achieve this.

Induction

- **Permanent staff** will receive training about Oak Activities approach to behaviour from a member of the Senior Management Team. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.
- **Agency / supply / ad hoc staff** will be asked to read and accept a summary document before starting to work with pupils. This document explains the principles of Oak Activities approach to behaviour and the responsibilities expected of all adults working across our

sites/communities. Colleagues with questions or queries about the principles and responsibilities will have these answered by a member of the Senior Management Team before starting to work directly with pupils.

Annual training

Oak Activities will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a member of the Senior Management Team at least once annually.

A culture of learning and support

At Oak Activities we recognise that in order to teach Valued Behaviour and modify Detrimental Behaviour, adults at Oak Activities need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a member of the Senior Management Team will explore with the colleague what ongoing support and training they may find beneficial.

All adults working within Oak Activities are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching Valued Behaviour and modifying Detrimental Behaviour.

These reflections will take many forms and may include the following:

personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague or external provider such as Educational Psychologist
- Formal training
- Performance review

Sherwood Training Restrictive Physical Intervention

Identified staff will be trained within the techniques of Sherwood's Restrictive Physical Intervention. Staff are trained on-site after a Behaviour Audit has taken place with the Behaviour and Welfare Manager and a need has been identified. Identified staff will complete a 3-day course, gaining a deeper understanding of De-Escalation and the Rationale for when to safely use Restrictive Physical Intervention. Identified staff will have an annual refresher course as well as regular workshops throughout the year. For more information, please see Oak Activities Restrictive Physical Intervention Policy

Appendix A – Positive Relationships Principles Summary

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. This is as followed:

- Behaviour Graded 1 = ABC Form completed
- Behaviour Graded 2 = Behaviour Log Completed
- Behaviour Graded 3 = Behaviour Log Completed and Uploaded to MyConcern
- Use of Physical Intervention = Restrictive Physical Intervention Log Completed and Uploaded to MyConcern.

All Behaviour Analysis Forms and Logs should be completed with staff using:

- Factual / Descriptive Language – Record the behaviour with what you have observed
- Remove Emotion from our recording – Ensure we are not linking this to how others felt at the time. Thoughts around impact of others will be discussed within Reflections.
- Accurate – Ensuring timings, dates, staff involved, witnesses are correct at the time of incidents occurring.

All Behaviour Logs are to be shared with Commissioners. AP Managers will oversee the Logs before they are shared to confirm the above key features of recording have been met. Once confirmed, AP Managers will arrange for these to be shared.

Restrictive Physical Intervention Log will be shared with the Behaviour and Welfare Manager to ensure rationales have been met and recorded. Once this has taken place, it will be shared with Commissioners from the AP Manager.

Appendices B, C and D – Behaviour Logs

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
- Oak Activities Code of Conduct

Appendix A – Positive Relationships Principles Summary

All members of staff are responsible for:

- Creating positive experiences for pupils
- Teaching and modelling Valued Behaviour. Supporting pupils to reduce Detrimental Behaviour
- Working in partnership with pupils' parents / carers
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Maintaining their own physical and emotional welfare and supporting colleagues to maintain this.
- Analysing and interpreting pupils' behaviour as a form of communication
- Implementing this policy consistently.

Adults within Oak Activities need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Adults should take every opportunity available to recognise and celebrate Valued Behaviour.

At Oak Activities we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.

Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to be more effective when they are:

- Genuine and meaningful
- Considerate of pupils' feelings
- Predictable and certain
- Logical or natural
- Timely and considered
- Leading to more Valued Behaviour (and, where relevant, reduced frequency and/or severity of Detrimental Behaviour)
- Building independence

The following should be recorded and shared with a member of the Senior Management Team as soon as practically possible, so that an effective response can be agreed without delay:

- All dangerous behaviours/actions which will imminently result in serious harm to self or others
 - Physical
 - Emotional
 - Mental
 - Reputational
- Dangerous behaviour/actions that could lead to significant damage to property requiring external support
- Behaviour that could be considered criminal
- Suspected dangerous behaviour

Appendix B – Behaviour Analysis Tool (ABC Chart) Graded Level 1 Behaviours

Date:	Time:
Location:	Activity:

Antecedent	Behaviour	Consequence
<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:

<p><u>Next Steps Planning:</u></p>



Appendix C – Behaviour Log – **Graded Behaviours Level 2 and 3**

Name of Student		Date:	
Time:		Location:	
Reported by:		Role:	

1. Description of Incident – Provide a clear, factual account of what happened (*include sequence of events, who was involved, and any triggers*)

2. Individuals Involved

Name	Role (Student, Staff, Witness)	Action Taken (if any)

3. Types of Behaviour Observed (Tick all that apply)

Disruption to Learning	<input type="checkbox"/>	Verbal Abuse	<input type="checkbox"/>	Physical Aggression	<input type="checkbox"/>
Defiance	<input type="checkbox"/>	Bullying	<input type="checkbox"/>	Damage to Property	<input type="checkbox"/>
Dangerous Behaviour	<input type="checkbox"/>	Inappropriate Language	<input type="checkbox"/>	Safety Concern	<input type="checkbox"/>
Other:					

4. Immediate Action Taken – Describe what steps were taken at the time of the incident (**e.g. De-Escalation, Removal from Area etc.**)

5. Follow-Up Actions / Consequences (e.g. Parents Contacted, Commissioners Informed, Updates to Behaviour Support Paperwork)

Staff Reporting Signature:		Date:	
AP Manager Signature		Date:	

Appendix D – Restrictive Physical Intervention Log

Name of Student		Date:	
Time:		Location:	
Reported by:		Role:	

<p>1. Description of Incident – Provide a Factual, Chronological Account of the events leading up to, during, and following the incident. Include – What the young person was doing, any triggers, verbal interventions used, and how the situation escalated.</p>

2. Reason for Restrictive Physical Intervention:			
To Prevent Harm to Self		To Prevent Harm to Others	
To Prevent Significant Damage to Property		To Maintain Safety	
Other: (Including Rationale)			

3. Type of Restrictive Intervention Used			
Standing RPI		Walking RPI	
Seated RPI		Small Person / Child Side on	
Details of Intervention – Who was involved, Position of staff involved, Duration of the Interventions, Changes between Interventions, Release of Intervention			

4. Outcome of the Incident – What happened once the intervention ended

5. Follow-Up Actions			
Parents / Carers Informed		Commissioners Informed	
AP Manager has Reviewed Report		Behaviour and Welfare Manager Informed	
First Aid Offered to all involved		Risk Assessments Reviewed	
Positive Behaviour Support Plan Reviewed		Post-Incident De-Brief Offered - Staff	
Post-Incident De-Brief Offered – Young Person (If appropriate to complete)			

Staff Reporting Signature:		Date:	
AP Manager Signature		Date:	

Appendix E - Graded Behaviours

Levels	Described Behaviour	Intervention	Outcomes	Recording + Next Steps
1	Inappropriate Language Failure to follow low level demands / instructions Incorrect use of equipment	Keyworker to speak with young person Continued access to EL Curriculum Change of activity- identify triggers	Pupil has a reflective conversation with key staff shows increased understanding of expectations Behaviour de-escalates and learning can continue Appropriate language and compliance with low-level instructions improves Reduction in behaviour	ABC Charts to be completed for an agreed period of time. Communication with Parents / Carers to inform them AP Manager to lead on Protective or Educational Consequences.
2	Using derogatory terms Verbal Abuse to a young person or adult Disruptive Behaviours Damage to equipment Verbal Threats to a young person or adult Detrimental / Dangerous Behaviours	Keyworker to speak with young person Continued or Targeted access to EL Curriculum Small-group or 1:1 SEMH support focusing on emotional understanding and early self-regulation strategies.	Pupil has a reflective conversation with key staff Young person demonstrates improved awareness of the impact of their behaviour on others Reduction in verbal conflict, disruptive behaviour, or threats Improved use of taught communication and regulation strategies	Behaviour Log completed by staff and reviewed by AP Manager Link Member of staff made aware Discussions between AP Manager and Link Staff around Protective and Educational Consequences Communication with Parents/Carers and Commissioners CTT Toolkit to be accessed
3	Damage to Property Smoking / Vaping Bullying / Online Bullying Detrimental / Dangerous Behaviours Absconding Physical Assault / Violent Behaviours against young person or adult Use or threat of use of an offensive weapon	Help repair the item Structured sessions focused on empathy, social awareness, and understanding the impact of behaviour on others Supervised restorative conversation Explore Triggers with key staff Development and review of individual safety and regulation plans	Young person demonstrates developing empathy and social awareness Increased ability to self-regulate with adult support Reduction in high-risk or unsafe behaviour Improved ability to repair relationships following incidents	Behaviour Log completed by staff and reviewed by AP Manager Link Member of staff made aware Discussions between AP Manager and Link Staff around Protective and Educational Consequences Communication with Parents/Carers and Commissioners CTT Toolkit to be accessed

Appendix F – Enhanced Student Profile (Completed on LearnTrek)

Student Information

Keyworker:

Summary Information

Primary Needs:

Living Situation:

Support Information

Communication Needs:

Diagnosed / Identified SEN:

Strategies:

Student Self-Support Strategies:

Behaviour and Social Interaction:

Communication:

Interests and Strength:

Triggers:

Response to Change:

Other Key SEND Information:

Appendix G – Scripts and Responses

Behaviour Displayed	Our Goal	Scripts	Prompts to Disempower the Behaviour
Refusal to follow instructions	Keep engagement open Offer empowering choice	<i>“You don’t have to do it yet – but it does need to be done. Would you like to start now or after we tidy up?”</i> <i>“I know this isn’t your favourite and I’ll help you through it”</i>	Stay matter of fact, don’t “sell” compliance <i>Reframe resistance as a skill problem, not a will problem</i> <i>“Looks like this is tricky, let’s figure it out”</i>
Verbal Aggression / Rudeness	Contain Emotions Preserve Dignity Model Respect	<i>“I can hear you’re angry. Let’s use words that help me understand”</i> <i>“It sounds like you need to get that out. Let’s take a moment, then try again.”</i>	Use grounding phrases <i>“Let’s pause a second and start again”</i>
Physical Disruption / Escalation	Maintain Safety Reduce Stimulation Restore Control	<i>“You’re showing me this is too much right now. Let’s step away together.”</i> <i>“I can see your body’s telling us it need space. Let’s move to the calm area.”</i>	Shift from Command to Observation: <i>“Your hands are tight – looks like you need to breathe”</i> Model calm body language, low voice, slow pace
Attention-Seeking / Disruptive Behaviour	Redirect to Positive Attention-Seeking	<i>“I can see you want some attention. Let’s use our helpful way to get it.”</i> <i>“That’s not helping right now. Try showing me the right way, and I’ll notice.”</i>	Give calm, minimal reaction to the behaviour Amplify attention when they show the desired behaviour <i>“I appreciate how you waited patiently just then”</i>
Social Conflict / Peer Disputes	Validate feelings Guide Reflection Model Repair	<i>“It sounds like you both want to be heard. Let’s take turns”</i> <i>“I can see you’re both upset. What needs to happen so we can move on?”</i>	Remove the audience, avoid public correction Focus on repair, not blame: <i>“What could you do differently next time?”</i>
Withdrawal / Shutdown	Maintain Connection and Safety Offer Gentle Structure	<i>“I can see you need some space. I’ll stay nearby.”</i> <i>“We’ll go at your pace. You’re not alone.”</i>	Avoid Pressure to speak Offer choice of communication Use calm presence rather than words

Appendix H – Positive Relationships Agreement

Pupil Name:	Date:	Attended by:
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Our aim is to create an environment where you feel safe, understood and empowered, and where progress is celebrated at every step.
To support the progress towards these goals, we all agree to the following:

..... agrees to:

- Showing kindness and respect to others with the support of staff
- Move safely indoors, using strategies that help me manage my pace and energy
- Sharing and taking turns with help, when needed
- Be mindful of my touch, with support from trusted adults
- Listening to others and taking my turn to communicate
- Helping to tidy items I have used, with guidance or prompts
- Using language that is safe and appropriate, and using staff support when I find this difficult
- Respecting property and learning how to look after equipment safely
- Working with staff to reflect on situations, understand feelings and engage in agreed restorative or learning-based responses

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

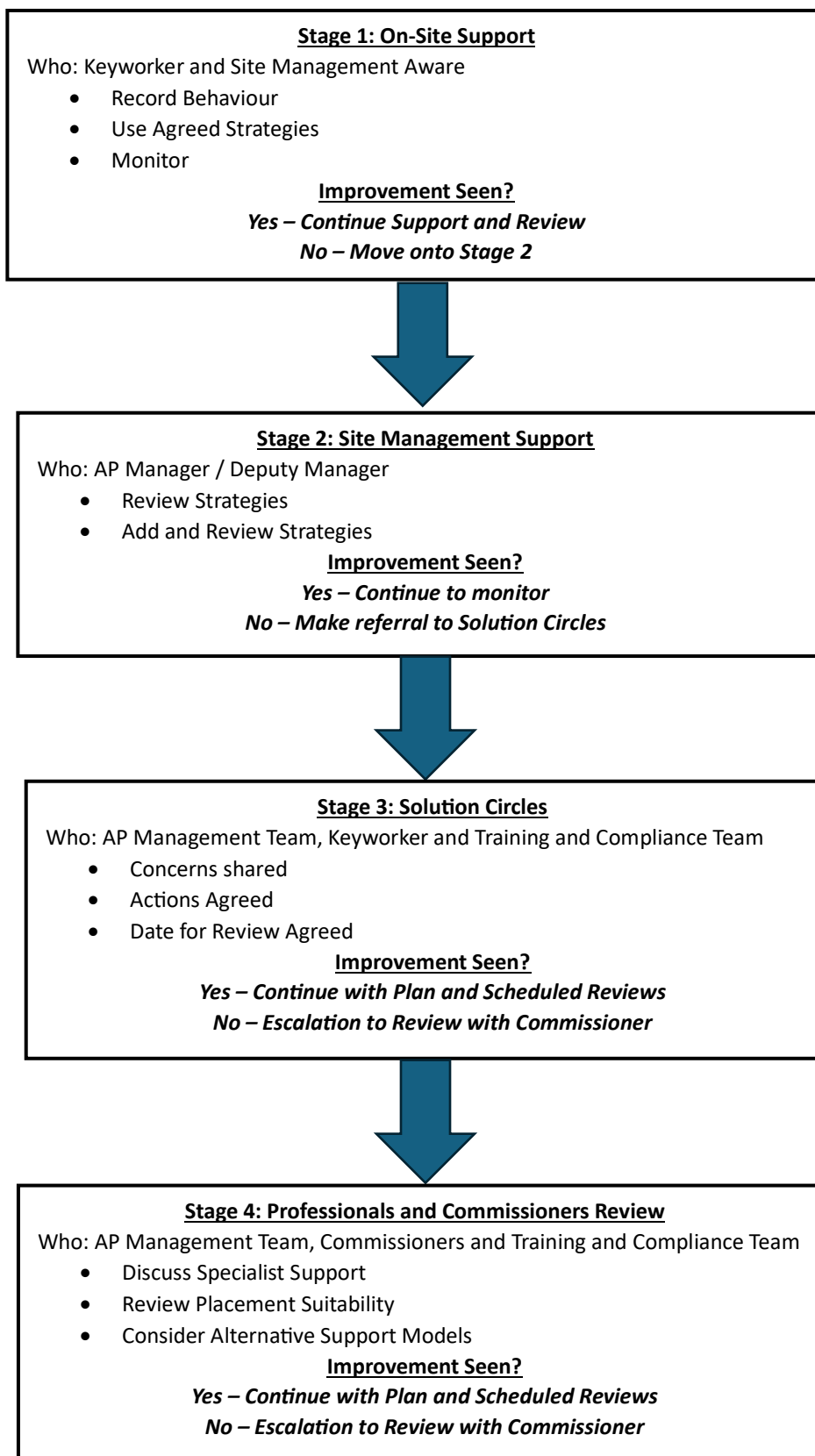
- Work collaboratively with Oak Activities staff when challenges arise, so we can reflect together and find supportive ways forward.
- Support to attend Oak Activities regularly and at the agreed times, recognising that consistency helps build emotional safety and positive routines.
- Share with Oak Activities any concerns, worries or changes that may affect your child's wellbeing, so that we can work together in their best interest.
- Treat all Oak Activities staff and young people with respect, valuing the positive relationships that help my your child feel understood and supported
- Maintain clear and timely communication with Oak Activities staff regarding attendance and any factors that may impact it.
- Attend review meetings to reflect on my child's progress and contribute to planning the next steps in their journey.

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

- Treat all young people with equity, dignity and respect, fostering a safe and inclusive environment for everyone.
- Listen attentively to young people, valuing their perspectives and using their views to guide our response when situations arise
- Respond to concerns raised by parents, carers or children with sensitivity and professionalism, taking appropriate and timely actions
- Support pupils to access an Emotional Literacy Curriculum.
- Help pupils learn and practise supportive strategies that enable them to regulate their emotions and work towards positive, sustainable outcomes

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.

Appendix I: Behaviour Support Process



Appendix J: AP Timeout Process

Step 1: Explore Support and Early Intervention

- AP Timeouts are to be used rarely and in exceptional circumstances
- Positive Behaviour Strategies should be explored first, unless the seriousness of the incident requires immediate action
- Ending a session early is classed as an AP Timeout



Step 2: Gather information and Assess Risk

- A clear and factual account of the incident(s) will be gathered
- Individual needs, risks, and contextual factors will be considered
- The impact on the pupil, staff, and others will be assessed



Step 3: Senior Leadership Input

- The decision to apply an AP Timeout can only be made by the Senior Management Team
- The decision must be taken in conjunction with the commissioning School/Academy and/or Local Authority
- Other professionals may be consulted where appropriate
- A decision may be made while further investigation or engagement is ongoing



Step 4: Implement the AP Timeout

- AP Timeouts normally range from **1–5 days**
- The timeout is used to reflect on behaviour, review strategies, and consider changes to provision
- Parents/carers and relevant professionals will be informed



Step 5: Review and Reintegration

- A reintegration meeting with the pupil and parents/carers will take place where appropriate
- Strategies and support will be reviewed to promote a positive return
- In extreme circumstances where safety or wellbeing has been significantly compromised, ending the placement may be considered