



BEHAVIOUR POLICY

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Contents

Introduction	3
Oaktree Culture.....	3
Aims of Behaviour Policy	4
Roles and Responsibilities of All Staff.....	4
Key Responsibilities:.....	5
Supporting Approaches:	5
Role of SLT and Behaviour Team.....	6
Behaviour Group.....	6
Senior Leadership Team.....	6
Supporting Staff	7
Partnership with Parents and Carers.....	8
Classroom Behaviour Management Strategies	8
Six-Step Behaviour Management System.....	9
Serious Behaviour.....	11
Prevention/De-Escalation Strategies.....	11
Reward System.....	12
Consequences- Reset Time.....	12
6th Form Consequences.....	13
Monitoring and Review of Behaviour.....	13
The monitoring and review process will include:.....	13
Individual Risk Assessment.....	13
Serious Incidents	14
Suspension	14
Internal Exclusion.....	14
Physical Intervention	14
Equality Act 2010.....	15

Anti-Bullying.....	15
Safeguarding	15
Behaviour Beyond the School Premises	15
Appendix.....	17
One Page Behaviour policy.....	17
Behaviour Management Scripts	17
PACE.....	21
1. Playfulness – Creating a Positive and Engaging Atmosphere	21
2. Acceptance – Validating Feelings Without Reinforcing Negative Behaviour.....	21
3. Curiosity – Helping Students Reflect Without Shame.....	22
4. Empathy – Building Emotional Connection and Trust.....	22
VRFs.....	23
1. Attunement – Connecting with the Child’s Emotional State	24
2. Validation – Acknowledging the Child’s Feelings Without Judgement	24
3. Containment – Providing Emotional Safety and Structure	24
4. Regulation – Helping the Child Manage Their Emotions	25
PERMA.....	26
1. Positive Emotions – Creating a Joyful and Supportive Atmosphere	27
2. Engagement – Helping Students Find Flow in Learning	27
3. Relationships – Building Strong, Trusting Connections	27
4. Meaning – Helping Students Connect to a Bigger Purpose.....	28
5. Accomplishment – Celebrating Progress and Growth	28

Introduction

At Oaktree School, we are dedicated to fostering a supportive, inclusive, and inspiring environment where every child feels valued and empowered to achieve their full potential. We are committed to creating a culture where all pupils feel safe, respected, and understood, and central to our ethos is the understanding that behaviour is a form of communication.

We recognise the intrinsic link between wellbeing and behaviour. Drawing on research in child development, neuroscience, and attachment theory, we understand that positive mental health is essential for optimal learning. When children experience safety and trust in their relationships, they are better able to engage, take risks in their learning, and develop resilience.

Our approach prioritises building positive relationships and promoting personal growth, underpinned by Positive Behaviour Support and guided by the Thrive Approach. At the core of our practice are relational connection and regulation, ensuring that we listen to and respond to the individual needs expressed through each child's behaviour. This helps to create an environment where pupils feel secure, supported, and understood. We believe in setting clear boundaries and maintaining consistent expectations to help pupils develop self-regulation. This approach encourages a strong sense of responsibility for their own behaviour and the well-being of others, empowering them to make positive choices. By nurturing these skills, we support pupils in understanding and managing their behaviour in a way that promotes both their personal growth and a positive, inclusive school environment.

This policy reflects our commitment to nurturing academic success and emotional development, ensuring all pupils are equipped to become independent, resilient, and life-long learners. It complements other key school policies, including Safeguarding and Child Protection, Special Educational Needs and Disability, Anti-Bullying, and IT Acceptable Use.

By embedding these principles, we aim to create a positive and inclusive atmosphere where every member of our community can thrive.

Oaktree Culture

At Oaktree School, we cultivate a culture of inclusion and relational approaches, prioritising psychological safety. Guided by the Thrive approach, a trauma-informed framework, we focus on improving the mental health and wellbeing of children and young people.

Our curriculum embeds Thrive principles, teaching pupils to:

- Develop their stress-regulation systems.
- Recognise and express feelings and emotions.
- Build emotional resilience to manage stress effectively.
- Keep themselves safe.
- Develop healthy coping strategies and regulation skills.

We believe that strong adult-pupil relationships are fundamental to developing the social and emotional skills essential for life and learning. Our relational approach to behaviour and emotional development is guided by six key principles:

1. Behaviour communicates unmet needs, and we separate the child from their behaviour.
2. Each developmental stage presents opportunities to model and explicitly teach appropriate behaviours.

3. Predictability, routine, and containment create a sense of safety in emotional and physical environments.
4. Pupils are encouraged to take accountability for their actions, fostering a solution-focused approach to future behaviours.
5. Adults provide guidance, recognising that children are still growing, learning, and developing.
6. Relationships are restored, and behaviours are changed through supportive approaches, aiming to build self-regulation, empathy, and emotional management.

While sanctions may be used when necessary, our focus remains on helping pupils develop robust stress-regulation systems and the skills to thrive emotionally and socially.

Aims of Behaviour Policy

At Oaktree School, our Behaviour Policy is grounded in fostering a positive, inclusive, and caring culture where all members of the school community feel respected, valued, and supported. The aims of this policy are to:

- **Promote a Positive School Culture:** Prioritise strong relationships among staff, pupils, and their families to create a safe, inclusive, and supportive environment where everyone can thrive.
- **Ensure Equity Over Equality:** Recognise that fairness means addressing individual needs rather than treating everyone the same, providing tailored support to enable all pupils to reach their full potential.
- **Understand Behaviour as Communication:** View behaviour as a form of emotional expression and use it as an opportunity to support pupils in developing self-regulation and socially appropriate behaviours through unconditional positive regard.
- **Build Strong Relationships:** Focus on connection before correction, with staff acting as role models and providing a secure base to nurture behavioural and emotional growth.
- **Challenge the Language of Choice:** Move beyond the “good choice/bad choice” framework, understanding that not all behaviours are within a pupil’s control and addressing the underlying causes instead.
- **Adopt Restorative and Attachment-Friendly Approaches:** Use the PACE (Playfulness, Acceptance, Curiosity, Empathy) approach to respond to behaviours with empathy and understanding, focusing on the emotions behind actions rather than the actions themselves.
- **Maintain High Expectations with Structure and Nurture:** Combine clear boundaries, predictable routines, and high expectations with a nurturing environment to ensure pupils feel safe, supported, and able to succeed.

This policy also provides guidance to staff on their role in supporting positive behaviour and relationships, outlines the school’s commitment to promoting these values across the community, and details the training and support available for staff, parents, and carers.

Roles and Responsibilities of All Staff

At Oaktree School, all staff are responsible for promoting positive behaviour and fostering healthy relationships through consistent, caring, and trauma-informed approaches. Staff play a critical role in creating a predictable, safe, and inclusive environment where pupils feel supported and valued.

Key Responsibilities:

- **Consistency and Predictability:**
 - Apply rules, codes of conduct, rewards, and consequences consistently to build trust and security.
 - Establish and maintain clear, consistent routines and expectations across lessons and the school day.
 - Teachers should model the behaviour they wish to see in students
- **Understanding and Supporting Behaviour:**
 - Recognise behaviour as a form of communication, using curiosity to understand underlying needs or emotions.
 - Approach behaviour with empathy and unconditional positive regard, addressing the behaviour rather than the individual.
 - Support pupils in managing emotions through co-regulation, calm communication, and patience.
 - Prevent escalation by focusing on early intervention and de-escalation strategies.
- **Building Relationships:**
 - Prioritise connection, greeting pupils warmly to set a positive tone for the day.
 - Actively listen to pupils and provide space for them to express themselves.
 - Model positive behaviour, emotional regulation, and the school's values.
- **Creating a Positive Learning Environment:**
 - Plan and deliver engaging, differentiated lessons that match pupils' needs and developmental stages.
 - Manage the environment thoughtfully, reducing triggers and providing structured and purposeful activities during breaks.
- **Collaborating and Safeguarding:**
 - Work closely with families and professionals to ensure a holistic approach to pupil support.
 - Identify and report behaviours with safeguarding implications or those that cause concern.
 - Address unsafe or disruptive behaviours immediately and follow up with reflective and restorative practices.
- **Promoting Positive Behaviour:**
 - Recognise and reward positive behaviours, reinforcing success to encourage repetition.
 - Focus on pupils' rights, responsibilities, and the impact of their actions on others.
 - Use sanctions sparingly and proportionately as part of a resolution-focused approach that preserves dignity and promotes learning.
 - Focus on positive reinforcement to encourage desired behaviours.

Supporting Approaches:

- Adopt the PACE (Playfulness, Acceptance, Curiosity, Empathy) approach and Vital Relational Functions (VRFs) to guide interactions and build trust (part of the THRIVE approach).

- Foster resilience by helping pupils develop self-regulation skills, healthy coping mechanisms, and emotional awareness.

By embedding these practices, staff ensure a consistent and compassionate approach to behaviour that aligns with the school's values and supports pupils' emotional and social development.

Role of SLT and Behaviour Team

Behaviour Group

Positive behaviour support will be well planned, implemented and monitored. Staff will be clear about their individual role in supporting young people, while also working as part of a multidisciplinary team. The Behaviour Team at Oaktree School plays a crucial role in supporting students who present behavioural concerns by working collaboratively to address their needs and deliver targeted interventions. This group consists of members from the Senior Leadership Team (SLT), the Positive Behaviour Support (PBS) Coach, leads for Thrive and Emotional Literacy Support Assistants (ELSA), mentors, and Family Liaison Support. The Team meets regularly to review students' behaviours in depth, focusing on identifying the root causes, such as Thrive profiles, family background, and environmental influences.

In its discussions, the group explores potential solutions, which may include interventions like ELSA support, Thrive programmes, mentoring, or referrals to external services such as Child and Adolescent Mental Health Services (CAMHS). Support will be based upon the young person's needs while also being progressive. Any restrictions deemed necessary will be kept under continual review. The team also identifies strategies to help staff manage behaviours effectively and, when necessary, determines suitable consequences for students' actions. The Family Liaison Support ensures strong communication between the school, social care teams, and families, providing valuable insights to better understand students' behaviours and develop coordinated support plans.

Staff are encouraged to flag concerns and participate in these meetings, sharing observations and seeking advice. Students discussed by the Behaviour Team are also flagged at Senior Management meetings, ensuring a consistent, school-wide approach to behaviour management. Through this collaborative effort, the Behaviour Team creates a supportive framework that contributes to positive outcomes for both students and staff.

Senior Leadership Team

The Senior Leadership Team (SLT) at Oaktree School is instrumental in promoting a positive behaviour culture that aligns with the school's core values. Their primary responsibilities include:

- **Modelling the School's Values:** Demonstrating the school's values in everyday actions and interactions with both staff and students.
- **Building Relationships:** Engaging with students at the start of each day to foster a welcoming and supportive environment.
- **Maintaining a Visible Presence:** Being consistently visible throughout the school, particularly during transition times, to support smooth operations and reinforce positive behaviours.
- **Celebrating Success:** Acknowledging and celebrating the efforts of staff, students, and leaders who go above and beyond, fostering a culture of recognition and motivation.

- **Sharing Good Practice:** Regularly promoting effective strategies and approaches among staff, enhancing collective understanding and skill.
- **Promoting a Unified Culture:** Ensuring that all staff are aligned with the school's culture, policies, and expectations, maintaining consistency across the school.
- **Providing Training and Support:** Supporting staff in meeting the diverse needs of learners through tailored training, consultations with experts, and supporting the graduated response approach.
- **Using Behaviour Data Effectively:** Analysing behaviour data in partnership with the PBS Coach and Behaviour Team to assess and improve behaviour policies and practices.
- **Ensuring Whole-School Consistency:** Implementing a consistent approach to behaviour management across the school, promoting fairness and predictability.
- **Reviewing Provision:** Regularly assessing the effectiveness of provisions to ensure they meet the evolving needs of students.

Through these efforts, the SLT ensures that a positive and consistent approach to behaviour management is maintained throughout the school, benefiting both staff and students.

Supporting Staff

At Oaktree School, we are committed to providing high-quality training and continuous professional development to staff in relation to behaviour management and building positive relationships. This supports the school's implementation of the Thrive Approach and Enfield Trauma Informed Practice In School Settings (ETipss,) which focuses on children and young people's social, emotional, and mental health and taking a trauma informed approach. Training is provided to ensure that all staff:

- Understand the mental health needs of children and young people.
- Know how to promote good mental health and wellbeing.
- Recognise the warning signs of poor mental health.
- Are equipped with a clear process for identifying and supporting students in need of assistance.
- Aware of behaviour management techniques, such as the use of restorative practices, calm responses, scripts and the importance of building relationships.

Staff receive ongoing support in managing students' mental health, wellbeing, and behaviour. This support includes:

- The 'Introduction to Thrive' training module for all staff, providing an overview of the Thrive Approach, its basic theory, and how to use Thrive-Online effectively.
- Access to Thrive-Online for all staff, allowing them to profile classes and groups, ensuring that pupils' social and emotional development is on track.
- PRICE (Protecting Rights In A Caring Environment) training annually, focusing on de-escalation strategies, with drop-in sessions available throughout the year for new staff.
- ETipss training
- Regular staff meetings focusing on specific behavioural and wellbeing topics, including sessions where teachers can practise scripts, phrases, and de-escalation techniques in a safe environment.

While all staff are responsible for managing the behaviour of students in their care, the Behaviour Support Team is available to offer additional assistance at designated times during the day. This scheduled support can be accessed by staff as needed through the staff workroom.

We recognise that supporting a child exhibiting distressed behaviour can be challenging and emotionally taxing. To ensure staff feel supported, a meeting is held after any incident involving a dysregulated child. During this meeting, the Positive Behaviour Support (PBS) Coach and the staff member involved reflect on the incident, process their thoughts, and discuss what occurred in a supportive environment. The PBS Coach checks on the staff member's wellbeing, addresses any concerns, and offers guidance on managing similar situations in the future. After the incident, the staff member is given time to regulate and process their emotions before returning to class. This reflective and supportive process ensures that staff feel valued, empowered, and equipped to continue their important work, promoting a resilient and supportive school community.

Partnership with Parents and Carers

At Oaktree School, we view working together as a team with parents, carers, and other relevant agencies as essential to supporting the social and emotional growth of our students. We actively promote strong partnerships with parents and carers, ensuring we collaborate effectively to meet the individual needs of each child or young person.

We believe that clear, open communication is key to fostering a united approach. By working closely with families, we ensure that parents and carers are supported to understand how they can help children and young people take responsibility for their actions. Rather than focusing solely on punishment, we encourage celebrating positive behaviour and developing skills to address and change unacceptable actions.

Our school is committed to providing comprehensive support to parents, carers, and families regarding their child's behaviour. We aim to achieve this by:

- Using Evidence For Learning (EFL) to regularly update parents and carers with messages and news throughout the week.
- Encouraging parents and carers to inform the school if they have concerns about their child's behaviour, or the behaviour of others.
- Engaging in discussions with parents and carers about any behaviour concerns we observe and working together on solutions.
- Keeping parents and carers well-informed about available support services through the school website, letters home, and other communication channels.
- Providing Thrive home action plans, enabling parents and carers to support their child's emotional and social development at home.
- Organising regular parents/carers' evenings to discuss progress and concerns.
- Hosting parent/carers coffee mornings as a way to foster community and support networks.

By maintaining open and supportive communication, we ensure that parents and carers are empowered to play an active role in the behavioural development of their child, helping to create a cohesive support system both at school and at home.

Classroom Behaviour Management Strategies

At Oaktree School, we follow a structured, sequential approach to managing classroom

behaviour that is responsive to the individual needs of each pupil. This approach ensures fairness, consistency, and a focus on growth, understanding, and maintaining a positive learning environment. It is of utmost importance that all staff apply rules and consequences uniformly to avoid confusion for students.

Routines are one of the key aspects of the school day. Structure supports pupils with knowing what is coming next and what is expected of them. Familiar routines support pupils to have lower stress and anxiety levels and help them to engage actively and positively in known activities. These routines must be explicitly taught – don't assume they know them. Consistency of routines and structural expectations across the school supports students when they transition from one class to another.

Six-Step Behaviour Management System

The aim of this system is to limit escalation for low-level disruption and help students learn how to regulate themselves. Individuality and flexibility are also required when working with students, and it is the strong relationships between staff and students that will inform best practice.

<p>1 Redirection</p>	<p>Provide a gentle nudge towards a more positive behaviour or activity.</p> <p>Use non-verbal cues, proximity, or a small act of kindness to refocus the student.</p> <p>Offer clear alternatives that encourage engagement and participation.</p>
<p>2 Reminder</p>	<p>Deliver a calm, private reminder of expectations using positive phrasing.</p> <p>Example: <i>"I need you to focus on your work."</i> rather than <i>"Stop talking."</i></p> <p>Repeat reminders if necessary, ensuring a consistent and de-escalated approach.</p> <p>Use scripts to maintain consistency and reduce confrontation.</p>
<p>3 Caution</p>	<p>Provide a private, clear verbal caution outlining the behaviour and its consequence.</p> <p>Reinforce positive past behaviour to remind the student they are capable of making good choices.</p> <p>Example:</p>

	<ul style="list-style-type: none"> • “I noticed you were [specific behaviour], which breaks our agreement about [expectation]. You have chosen to [consequence].” • “Remember, I expect you to [specific behaviour]. Thank you for listening.” • “You can choose to focus on your work, or you will need to catch up at break time.”
<p>4 Time-Out for Regulation</p>	<p>If behaviour persists, give the student time away from others to reflect.</p> <p>Speak privately and offer a final opportunity to engage positively.</p> <p>Reflection & Reset Options:</p> <ul style="list-style-type: none"> • Sitting in a designated classroom “reflection area.” • Spending time in a calm, quiet space to regulate emotions. • Completing a structured reflection sheet or guided prompts. <p>The student is given a final chance to re-engage with learning.</p>
<p>5 Behaviour Support Team</p>	<p>If the previous step is unsuccessful or the student refuses to take time out, they will be asked to leave the room.</p> <p>Support staff or a behaviour mentor will provide guidance in a designated space, helping the student to reflect and reset.</p> <p>The incident will be logged, and communication with home will take place as necessary.</p>
<p>6 Reparation through reflection time</p>	<p>Once the student has calmed, they will have a structured discussion with a staff member. The conversation will focus on:</p> <ul style="list-style-type: none"> • Understanding the behaviour. • Recognising its impact. • Identifying steps to repair relationships

	<p>or restore trust.</p> <p>Reflective Consequences:</p> <p>Use missed playtime or lunchtime minutes productively (e.g., completing missed work, engaging in reflection-based activities).</p> <p>Students may be asked to complete tasks that help repair the harm caused by their actions, such as:</p> <ul style="list-style-type: none"> ● Cleaning up if they caused a mess. ● Writing an apology letter to those affected. ● Contributing to the classroom in a meaningful way, e.g., helping to organise resources.
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Each stage of this process aims to address the behaviour while prioritising the pupil's emotional well-being, relationships, and opportunities for growth. Restorative and trauma-informed principles underpin every step, ensuring the dignity and development of all pupils.

Serious Behaviour

Escalation and Exclusion

If the behaviour does not improve or requires additional intervention, escalation to SLT will occur, with tailored strategies to manage the behaviour. In exceptional cases, a designated, safe, quiet space may be used to calm and ready the pupil for learning / return to the classroom to ensure safety (ie the rainbow room), followed by a thorough review and restorative conversation. If all other strategies are exhausted, and the behaviour continues to disrupt learning or pose a risk to safety, exclusion may be considered. This process will involve SLT and parents/carers, therefore it is only used after careful consideration and as a last resort.

Prevention/De-Escalation Strategies

De-escalation strategies at Oaktree School are designed to support students in managing their emotions and behaviours through personalised, evidence-based approaches. Using Positive Behaviour Support (PBS) techniques and Thrive strategies, staff work with students to develop effective coping mechanisms and self-regulation strategies, promoting improved emotional wellbeing and long-term positive outcomes. These approaches are consistent across the school and rooted in PACE principles (Playfulness, Acceptance, Curiosity, and Empathy), the VRFS framework (Validation, Regulation, Feeling Safe) and the PERMA model (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment - see appendices). Tailored scripts and consistent language are developed for students, as required, to ensure clarity and predictability during times of distress. This holistic approach ensures students feel understood, supported, and empowered, fostering a safe and nurturing school environment. Wherever possible we use proactive strategies to reduce triggers of heightened stress and anxiety levels which may lead to concerning behaviours. The aim of these proactive strategies

is to support students to stay calm and self-regulated. Support is implemented at different levels and in different ways. Proactive strategies may take the form of:

- targeted intervention programs,
- specific input at key points throughout the day,
- specific sensory input,
- adjustments made to the timetable or environment.

Reward System

At Oaktree School, our reward system is rooted in positive reinforcement, which encourages learning, good behaviour, and celebrating achievements. The approach fosters effective routines, consistency, and high expectations across the school community. Staff are encouraged to consistently acknowledge and reinforce positive behaviour by:

Rewards

- All Stars Certificates
- Maths/English recognition from subject leads
- Giving verbal praise both publicly and privately (this must not be underestimated) - positive feedback at the end of lessons / end of day
- Star of the Week
- Senior Management Team (SMT) Certificate
- Positive Communication Home (via phone/ letter Home School Book)

Consequences- Reset Time

At Oaktree School, our approach to behaviour management focuses on repairing relationships and understanding that distressed behaviour often reflects an unmet need. We aim to address inappropriate behaviour through consistency, fairness, and restorative practices, tailoring responses to the developmental age and specific needs of each student.

If a student displays inappropriate or challenging behaviour, they may miss some of their play time in order to reflect on their behaviours and repair any harm caused, either through a restorative conversation, completing a reflection activity, or making amends with those affected, ensuring they understand the impact of their actions and how to make positive choices in the future.

Reflection time is supported by a member of staff each break and lunch time break. Students arrive at the room with a Slip which states how much time they will miss from the break time and the reasons why. Students should have the opportunity to reflect on their behaviours through the support of an adult or scaffolded guidance before joining their peers outside. See appendix for reflection activity to be completed by student.

Reset Time should always be given thoughtfully following the 6 step behaviour management system, and students should be given a clear explanation for why they are missing part of their playtime. It should also be explained to them what they could do differently next time. If a student repeatedly receives Reset Time for the same behaviour the class team should have a meeting about this to discuss ways that the student could be supported to learn more positive behaviours. If, after support measures have been put in place, the behaviour continues this should be raised with the behaviour team.

When Reset Time is given it must be logged and Trish/ Medical Officer will input into a behaviour log. Through this, behaviour incidents can be monitored and analysed in order to identify recurring patterns and data shared with SMT and the behaviour team periodically.

6th Form Consequences

Young men and women who join our 6th form are encouraged to take responsibility for their behaviour, interactions and attitudes. If a student falls below the high expectations for 6th form students in any of these areas they will be asked to 'fix-it' by either apologising, carrying out a job for the adult involved, or demonstrating they are sorry by some act or gesture which could include a card or letter of apology depending on the pupil's ability to communicate and allowing the pupil to think about how to demonstrate they are sorry. Offer options for staff to respond to behaviours are the reset room, conversation with person involved, finishing off work in classroom during SMT (Student Management Time) time, etc

Monitoring and Review of Behaviour

Class staff are responsible for monitoring any ongoing behavioural concerns with individual students. They may refer specific students to the Behaviour and Wellbeing Team during weekly meetings. If needed, a member of the Behaviour and Wellbeing Team will meet with the class team to observe and discuss ongoing behaviours.

The monitoring and review process will include:

- **Reviewing and addressing persistent behaviours with appropriate consequences, taking into account:**
 - Contributing factors and individual student needs
 - Whether additional support or adjustments are required
- **Ensuring that consequences promote accountability. These may include:**
 - Repairing damage or tidying shared spaces
 - Completing missed work during SMT time or another suitable time
 - Reflective consequences that include opportunities to think about behaviours and repair relationships
 - "Pay it forward" tasks, such as helping with classroom resources

Individual Risk Assessment

Individual risk assessments are collaboratively developed between the Positive Behaviour Support (PBS) Coach and the staff team to identify triggers and underlying reasons for a student's behaviours. These assessments focus on creating proactive plans to prevent distress and support the student in maintaining regulation throughout the day. The plans detail specific de-escalation strategies, personalised scripts for effective communication, and, if necessary, tailored PRICE techniques designed to meet the unique needs of the individual. By prioritising prevention and equipping staff with clear, consistent methods to respond to

dysregulation, the risk assessments help ensure a safe and supportive environment that fosters emotional wellbeing and positive behaviour for all students.

Serious Incidents

Serious incidents must be addressed on an individual basis, with a thorough investigation into the circumstances surrounding the event. Any potential exclusion will follow government guidelines, and consideration may be given even for a first or 'one-off' offence. The following behaviours could warrant such consideration:

- Sexual abuse or assault
- Serious actual or threatened violence against another pupil or a member of staff
- Possessing or supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property
- Making a malicious accusation against a member of staff

Suspension

A suspension will be carried out in line with government guidance. Upon the student's return to school, they will be supported through an individualised behaviour plan designed to address the underlying causes of their behaviour and help reintegrate them successfully into the school environment.

Internal Exclusion

Internal exclusion may be used as an appropriate measure to support both the student's learning and safety. During an internal exclusion, the student will be separated from their regular class and provided with specific support to focus on developing social, emotional, and behavioural skills. Their education will continue in a structured environment tailored to their needs.

Physical Intervention

At Oaktree School, all staff are trained in the PRICE (Protecting Rights in a Caring Environment) method, which prioritises pre-emptive strategies and de-escalation techniques to manage challenging behaviours, with physical interventions used only as a last resort. It is expected all staff will be able to manage students behaviour as required using the techniques as outlined in the PRICE training. We have two certified PRICE trainers on staff who deliver annual training to all staff members, ensuring consistent application of best practices. Weekly drop-in sessions are also available for new staff to reinforce their skills and confidence. Additionally, the trainers collaborate with staff teams to develop bespoke strategies tailored to individual students' needs, ensuring interventions are both effective and sensitive to the unique circumstances of each learner. This comprehensive approach emphasises prevention, safety, and respect while maintaining the dignity of all involved.

After any incident involving physical intervention, a Physical Intervention Record must be completed by the staff member who managed the situation. This record should provide a detailed account, including the events leading up to the incident, the actions taken during the incident, its duration, the individuals involved, and the de-escalation and diffusion strategies applied. If PRICE techniques were used, these must also be clearly documented.

The PBS Coach reviews and analyses this data to identify patterns or trends in behaviour, enabling the development of more effective strategies and interventions. This process ensures accountability, promotes learning, and supports a proactive approach to behaviour

management. A meeting may be called by the PBS coach with the staff members to collate more data and discuss potential strategies going forward.

After any physical intervention a member of staff will call the family/carers to report what has happened and discuss strategies going forward. If incidents continue to occur a meeting will be held in school with parents/carer and other professionals as necessary.

Equality Act 2010

The Behaviour Policy at Oaktree School is implemented in full alignment with the Equal Opportunities and Anti-Bullying Policies. We are committed to fostering an environment where everyone is treated with courtesy, respect, and dignity at all times, ensuring that all students have the right to learn in a safe and supportive environment.

Our approach to behaviour management includes a clear commitment to addressing discriminatory actions. This encompasses all forms of discrimination, including sexism, racism, homophobia, biphobia, transphobia, and any other form of prejudice. Sanctions and rewards are consistently applied to address these behaviours, ensuring that all members of our school community are treated equally and fairly.

Anti-Bullying

At Oaktree, we are committed to teaching students to handle conflict in a positive and constructive manner, fostering confident and compassionate members of our school community. We strive to empower our students to recognise bullying when it occurs and to confidently report it to trusted adults.

Our goal is to create a school environment where all pupils can grow and thrive, free to pursue their interests while respecting others, and without the fear of bullying. At Oaktree, everyone is valued equally, and we believe that no one should have to endure bullying.

We are dedicated to addressing bullying behaviour, supporting the victim, and working to change the attitudes and actions of the perpetrator. For further details, please refer to our Anti-Bullying Policy.

Safeguarding

Our School recognises that changes in a child's behaviour may be an indicator that they are in need of help or protection. All our school staff are trained to consider whether a student's behaviour may be linked to them suffering, or being at risk of suffering significant harm. Where this may be the case, we follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention, and/or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.

Behaviour Beyond the School Premises

While this behaviour policy primarily focuses on pupil behaviour within the school premises, the school reserves the right to take disciplinary action for inappropriate behaviour that occurs beyond the school gate. Our policy covers any unacceptable behaviour when students are:

- Participating in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In any way identifiable as a pupil of the school
- Posing a threat to another pupil or a member of the public

- Potentially damaging the reputation of the school

In such instances, the headteacher may inform the police of any actions taken against a pupil. If the behaviour is deemed criminal or threatens public safety, the police will always be notified.

Out-of-School Behaviour

The school is committed to ensuring that pupils represent Oaktree as positive ambassadors at all times. With this in mind, we expect the following:

- Positive behaviour when travelling to and from school, on educational visits, or during learning opportunities at other schools
- Behaviour that does not threaten the health, safety, or welfare of pupils, staff, volunteers, or the public
- Reassurance to members of the public about the school's care and control over pupils, safeguarding the school's reputation
- Protection for individual staff and pupils from harmful conduct by pupils when off-site
- Consistent behaviour expectations for pupils, whether on or off school premises

One Page Behaviour policy

Purpose:

Our goal is to foster a positive learning environment where all students feel safe, respected, and motivated to learn. Clear expectations are set to encourage positive behaviour and provide support when needed.

Behaviour Expectations:

- Respect for self, others, and the learning environment.
- Engagement with tasks and willingness to participate.
- Clear communication and self-regulation.

Behaviour Management Process:

1. **Redirection:** Encourage positive behaviour through gentle guidance and small acts of kindness, focusing on alternative positive actions.
2. **Reminder:** A calm, private reminder of the school expectations, using positive phrasing and consistent language.
3. **Caution:** A clear verbal caution, outlining the behaviour and consequences if continued. The student has a choice to correct their behaviour.
4. **Time-Out for Regulation:** A chance to reflect away from others, providing a positive choice to re-engage after reflection.
5. **Behaviour Support Team:** If the student refuses to engage or time-out is unsuccessful, they will be supported by the behaviour team to reflect and re-engage. Communication with home will be made where appropriate.
6. **Reparation through Reflection:** A reflective conversation to understand the behaviour, its impact, and how to repair any harm caused. Follow-up conversations may involve SLT or parents to create an improvement plan.

Individual Tailoring:

Behaviour scripts and interventions should be adapted to suit individual students' needs. Staff should collaborate to develop effective strategies for regular behaviours and work together to ensure consistency in approach.

Reset Time:

In cases of missed engagement or inappropriate behaviour, students may spend time reflecting on their actions through structured activities or tasks to restore and repair their learning time.

Behaviour Management Scripts

While the six-step behaviour management approach provides a useful framework, it's essential to recognise that scripts need to be tailored to the individual. Not all students will respond in the same way, and flexibility is required to adapt the steps to suit their specific needs, circumstances, and learning styles. For example, some students may require more time for regulation, while others may need more immediate guidance or different types of language. The six steps should not be applied rigidly; instead, staff should collaborate to develop and refine scripts that work best for specific students, particularly those exhibiting regular behaviours. By working together as a team, teachers can ensure consistency and fairness while also responding to each student's unique needs. Through this approach, a more

personalised and effective behaviour management system can be established, fostering better engagement, understanding, and long-term behavioural improvements. Below is guidance for staff when engaging with students who are upset or experiencing high levels of stress.

- ✓ **Stay calm and consistent** – avoid emotional reactions.
- ✓ **Always provide choices and consequences** – let students take responsibility.
- ✓ **Follow up with reflection and reparation** – ensure the behaviour is addressed.
- ✓ **Use private interventions when possible** – avoid public confrontation.
- ✓ **Maintain positive relationships** – remind students that they are supported.

Examples of scripts

◆ Refusing to Engage in the Lesson

Step 1: Redirection (Gentle encouragement, positive reinforcement)	<i>I can see you're finding it hard to get started. Let's break it down together. What's the first step you can do?" (Give them a simple way to begin.)</i>
Step 2: Reminder (Reinforce expectations privately, use positive phrasing)	<i>"Our rule is that everyone gives it a go. I know you can do that. Let's see you try the first question." (Wait and observe.)</i>
Step 3: Caution (Clearly outline the choice and consequence)	<i>"Right now, you're choosing not to engage. If you continue, you will need to catch up during reflection time. You can choose to start now, and I'll support you, or you can complete it later." (Pause and allow response.)</i>
Step 4: Time-Out for Regulation (Offer space if the student is becoming visibly upset or resistant)	<i>"I can see you're frustrated. Take two minutes, then we'll chat about what's stopping you." (Give them time to regulate.)</i>
Step 5: Behaviour Support Team (If they refuse to move or engage, involve support staff)	<i>"Since you're not ready to work, I need to ask a staff member to check in with you. We'll talk about how to help you rejoin the lesson when you're ready."</i>
Step 6: Reparation Conversation (Once the student is calm, reflect and reset together.)	<i>"Let's talk about what stopped you from starting your work. How can we make it easier next time?" (Encourage reflection.)</i>

◆ Walking Out of a Lesson

Step 1: Redirection (Gentle encouragement, positive reinforcement)	<i>"I need you to stay so we can sort this out together." (If they continue walking, do not chase—Alert support staff to locate.)</i>
Step 2: Reminder (Reinforce expectations privately, use positive phrasing)	

Step 3: Caution (Clearly outline the choice and consequence)	
Step 4: Time-Out for Regulation (Offer space if the student is becoming visibly upset or resistant)	
Step 5: Behaviour Support Team (If they refuse to move or engage, involve support staff)	When the student is found, the following script can be used: <i>"I saw that you walked out of the lesson. I want to understand what happened. Let's take a moment to talk, and then we can figure out the next steps together."</i> (Give space for them to explain.)
Step 6: Reparation Conversation (Once the student is calm, reflect and reset together.)	<i>"Walking out stops you from learning and disrupts the class. How can we make sure you stay next time, even if you're feeling frustrated?"</i> (Support solutions and reset expectations.)

◆ **Not Returning to Class After a Break or Timeout**

Step 1: Redirection (Gentle encouragement, positive reinforcement)	<i>"I see you're still outside. Are you ready to come back in, or do you need a couple more minutes to reset?"</i> (Give them a sense of control.)
Step 2: Reminder (Reinforce expectations privately, use positive phrasing)	<i>"Coming back now means you can settle in quickly. I'll support you if you need help."</i>
Step 3: Caution (Clearly outline the choice and consequence)	<i>You can choose to come in and continue, or we'll need to talk about making up for missed learning later."</i> (Wait briefly for a response.)
Step 4: Time-Out for Regulation (Offer space if the student is becoming visibly upset or resistant)	
Step 5: Behaviour Support Team (If they refuse to move or engage, involve support staff)	(If refusal continues, involve additional support.) <i>"We need to figure out what's stopping you from coming back in. Let's talk about it and find a way forward."</i>
Step 6: Reparation Conversation (Once the student is calm, reflect and reset together.)	<i>"What was stopping you from coming back? How can we make sure you can return quicker next time?"</i> (Help them problem-solve.)

◆ **Using Rude or Disrespectful Language**

Step 1: Redirection (Gentle encouragement, positive reinforcement)	<i>"That language isn't okay here. Let's take a breath, and you can try again."</i> (Give them a
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	<i>chance to correct it.)</i>
Step 2: Reminder (Reinforce expectations privately, use positive phrasing)	<i>"We speak to each other with respect. I know you can make a better choice with your words. Let's reset."</i>
Step 3: Caution (Clearly outline the choice and consequence)	<i>"That language is hurtful and doesn't help the situation. If you choose to continue, you will need to reflect on this during your Reset Time."</i>
Step 4: Time-Out for Regulation (Offer space if the student is becoming visibly upset or resistant)	<i>"Take a moment in the reflection area, then we'll talk about how to fix this."</i>
Step 5: Behaviour Support Team (If they refuse to move or engage, involve support staff)	<i>"You seem really frustrated. Let's step away for a moment, and then we'll figure out how to move forward."</i>
Step 6: Reparation Conversation (Once the student is calm, reflect and reset together.)	<i>What happened that made you react that way? How can we handle it differently next time?" (Encourage responsibility.)</i>

PACE



Applying the PACE Approach in the Classroom

The **PACE** model (Playfulness, Acceptance, Curiosity, and Empathy) by **Dr Dan Hughes** is particularly effective for supporting students with **social, emotional, and mental health (SEMH) needs**, attachment difficulties, or developmental trauma. It fosters a safe, trusting environment where students can regulate their emotions and engage in learning.

1. Playfulness – Creating a Positive and Engaging Atmosphere

What it means:

- Using warmth, light-heartedness, and humour to help students feel safe.
- Reducing tension and anxiety by maintaining a relaxed, fun approach.
- Encouraging curiosity and exploration rather than fear of failure.

Classroom Strategies:

- ✓ Use a playful tone and facial expressions to build rapport.
- ✓ Incorporate games, storytelling, and roleplay into learning.
- ✓ Use small, light-hearted interactions to diffuse challenging moments.
- ✓ Celebrate mistakes as part of learning to reduce anxiety.

◆ *Example:* A student is reluctant to start writing. Instead of pressuring them, you say with a smile, "I wonder if this pencil has magical powers to get us started!"

2. Acceptance – Validating Feelings Without Reinforcing Negative Behaviour

What it means:

- Accepting the student's emotions and experiences without judgment.
- Helping children feel understood, even if their behaviour is not appropriate.
- Separating the child from their actions (e.g., *"You're not bad, but that choice wasn't the best."*).

Classroom Strategies:

- ✓ Use neutral, non-judgmental language.
- ✓ Acknowledge emotions without necessarily approving behaviour.
- ✓ Say *"I see that you're feeling frustrated"* instead of *"Stop getting angry."*
- ✓ Offer choices to empower students while maintaining boundaries.

⇨ *Example:* A child refuses to complete work and becomes upset. Instead of saying *"Stop overreacting"*, you calmly say, *"I see you're feeling frustrated. That's okay. Let's take a breath and figure this out together."*

3. Curiosity – Helping Students Reflect Without Shame

What it means:

- Exploring the reasons behind behaviour rather than assuming intent.
- Encouraging reflection without placing blame.
- Asking open-ended questions to help students process emotions.

Classroom Strategies:

- ✓ Use **gentle curiosity** to understand behaviour: *"I wonder why you felt like that?"*
- ✓ Avoid interrogating or demanding explanations.
- ✓ Model curiosity about emotions through discussions and books.
- ✓ Encourage self-reflection in a non-confrontational way.

⇨ *Example:* A child lashes out at a peer. Instead of demanding, *"Why did you do that?"*, try *"I wonder if you were feeling left out when that happened?"* This invites the child to explore their emotions safely.

4. Empathy – Building Emotional Connection and Trust

What it means:

- Showing genuine understanding of the child's emotions and struggles.
- Helping students feel safe and supported, especially when they are dysregulated.
- Validating their feelings without minimising their experience.

Classroom Strategies:

- ✓ Acknowledge feelings: *"That must have been really hard for you."*
- ✓ Sit alongside a dysregulated student rather than standing over them.
- ✓ Use a calm tone to de-escalate situations.
- ✓ Offer reassurance and support before discussing solutions.

⇨ *Example:* A child is overwhelmed and starts crying. Instead of saying *"Calm down, it's not a big deal"*, you say *"I can see this feels really difficult right now. I'm here to help."*

VRFs (Vital Relational Functions)

Thrive Vital Relational Functions (VRFs)

Attune

Be alert to their feeling, attune to their emotional state.



Validate

Validate their feelings / experience / perspective.



Contain

Demonstrate you can catch their feelings and help digest them.



Regulate

Soothe and calm them. Model how to do this.



Thrive's **VRFs** (Vital Relational Functions) are essential **adult-led relational strategies** that support children in **emotional regulation, connection, and engagement**. These functions help build trust and create a safe learning environment, particularly for children who have experienced trauma or struggle with self-regulation.

The four VRFs are:

1. **Attunement** – Understanding and responding to a child's emotions.
2. **Validation** – Acknowledging the child's feelings and experiences.

3. **Containment** – Providing safety and structure in difficult moments.
4. **Regulation** – Helping children manage their emotions.

1. Attunement – Connecting with the Child’s Emotional State

What it means:

- Being emotionally present and responsive to the child’s needs.
- Noticing non-verbal cues (e.g., body language, facial expressions).
- Using **voice, facial expressions, and body language** to show understanding.

Classroom Strategies:

- ✓ Observe and respond to early signs of distress.
- ✓ Use a warm, calm tone to show you are present.
- ✓ Match the child’s emotional energy (without escalating).
- ✓ Kneel down to their level if appropriate, showing you are alongside them.

✦ *Example:* A child appears anxious before a lesson. Instead of ignoring it, you **match their tone** and say gently, *“I can see you’re feeling a bit nervous about this. I’m here to help.”*

2. Validation – Acknowledging the Child’s Feelings Without Judgement

What it means:

- Letting the child know their emotions are real and understandable.
- Separating behaviour from emotions (*“It’s okay to feel angry, but it’s not okay to hurt others.”*).
- Helping children feel heard, reducing frustration and emotional escalation.

Classroom Strategies:

- ✓ Use neutral, accepting language to acknowledge emotions.
- ✓ Avoid dismissing or minimising feelings (*“You’ll be fine”*).
- ✓ Say *“I can see that this is really frustrating for you.”*
- ✓ Reflect back emotions: *“It sounds like you felt really left out when that happened.”*

✦ *Example:* A child becomes upset after losing a game. Instead of saying, *“It’s just a game, don’t overreact,”* validate their feelings: *“I can see you’re feeling disappointed. That makes sense because you really wanted to win.”*

3. Containment – Providing Emotional Safety and Structure

What it means:

- Helping children **feel safe and secure** by providing **clear boundaries**.
- Staying calm and regulated yourself to model emotional stability.
- Offering **reassurance without over-explaining** or debating behaviour.

Classroom Strategies:

- ✓ Stay **calm and predictable** in your response.
- ✓ Set **clear but kind** boundaries (*“I won’t let you hurt others.”*).

- ✓ Use **short, clear phrases** during heightened emotions.
- ✓ Maintain a **calm presence**, even if the child is dysregulated.

✦ *Example:* A child is having a meltdown. Instead of lecturing them or escalating the situation, you remain calm and say, “*You’re feeling really overwhelmed right now. I’m here, and we will get through this together.*”

4. Regulation – Helping the Child Manage Their Emotions

What it means:

- Supporting the child in calming down when they are overwhelmed.
- Using **co-regulation** before expecting self-regulation.
- Teaching and modelling calming strategies.

Classroom Strategies:

- ✓ Guide the child through **breathing techniques** or **grounding exercises**.
- ✓ Offer a **calm space** for regulation rather than punishment.
- ✓ Use **soft, rhythmic speech** to soothe heightened emotions.
- ✓ Help the child recognise their emotions and triggers.

✦ *Example:* A child is about to lash out in frustration. Instead of reacting punitively, guide them with **co-regulation**: “*Let’s take a deep breath together. In... out... That’s it. You’ve got this.*”

PERMA



The PERMA model, developed by Martin Seligman, is a positive psychology framework that promotes well-being and resilience. By integrating PERMA into classroom practice, teachers can create an environment that enhances engagement, motivation, and emotional well-being while supporting positive behaviour.

The five elements of PERMA are:

1. **Positive Emotions** – Encouraging joy, gratitude, and optimism.
2. **Engagement** – Helping students find flow and focus in learning.
3. **Relationships** – Building strong, positive connections.
4. **Meaning** – Helping students connect learning to a bigger purpose.
5. **Accomplishment** – Supporting progress, mastery, and success.

1. Positive Emotions – Creating a Joyful and Supportive Atmosphere

What it means:

- Fostering a positive emotional climate in the classroom.
- Encouraging students to feel safe, happy, and motivated.
- Using praise, humour, and kindness to build confidence.

Classroom Strategies:

- ✓ Start lessons with positivity, e.g., a gratitude check-in.
- ✓ Use positive reinforcement to highlight good behaviour.
- ✓ Encourage mindfulness and appreciation of small successes.
- ✓ Use humour, storytelling, and creativity to engage students.

⇨ *Example:* Begin the day with a “Good News” moment, where students share something positive about their day or week. This boosts optimism and motivation.

2. Engagement – Helping Students Find Flow in Learning

What it means:

- Creating challenging but achievable tasks.
- Encouraging students to become fully immersed in learning.
- Reducing distractions and helping students stay focused.

Classroom Strategies:

- ✓ Use active learning techniques (hands-on activities, group work).
- ✓ Offer choice and autonomy to increase interest.
- ✓ Identify students’ strengths and allow them to apply them.
- ✓ Use scaffolding to ensure students feel capable but challenged.

⇨ *Example:* Instead of passive worksheets, introduce a collaborative project where students can explore topics in ways that interest them, keeping them engaged and motivated.

3. Relationships – Building Strong, Trusting Connections

What it means:

- Fostering supportive and respectful teacher-student relationships.
- Encouraging collaboration, kindness, and empathy.
- Creating a sense of belonging in the classroom.

Classroom Strategies:

- ✓ Greet students warmly at the start of each lesson.
- ✓ Encourage peer collaboration through structured activities.
- ✓ Use restorative approaches to resolve conflicts.
- ✓ Show genuine interest in students’ lives beyond academics.

✦ *Example:* A student is struggling emotionally. Instead of focusing only on their behaviour, the teacher checks in privately, listens, and reassures them: “I can see you’re having a tough day. I’m here if you need to talk.”

4. Meaning – Helping Students Connect to a Bigger Purpose

What it means:

- Encouraging students to see the bigger picture in their learning.
- Helping them understand why their education matters.
- Connecting lessons to real-life purpose and personal values.

Classroom Strategies:

- ✓ Relate learning to real-world applications (e.g. careers, social impact).
- ✓ Use student-led projects that encourage problem-solving.
- ✓ Discuss values and aspirations in personal development time.
- ✓ Share stories of inspiring individuals who used learning for impact.

✦ *Example:* In a science lesson, instead of just teaching climate change, connect it to how students can make a difference in their community, giving their learning deeper meaning.

5. Accomplishment – Celebrating Progress and Growth

What it means:

- Recognising effort, resilience, and improvement rather than just results.
- Helping students set realistic goals and track progress.
- Encouraging a growth mindset (challenges = opportunities).

Classroom Strategies:

- ✓ Set small, achievable goals and celebrate progress.
- ✓ Praise effort and perseverance rather than just success.
- ✓ Use self-reflection journals for students to track growth.
- ✓ Encourage a “Not Yet” mindset (instead of “I can’t do it”).

✦ *Example:* Instead of focusing on who got the highest score, praise students who improved their personal best, reinforcing effort and resilience.

Restorative practice booklet

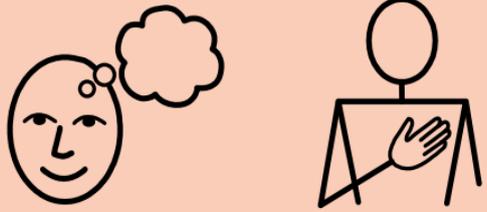
 broke something	 scribbled on something	 hurt an adult	 hurt a child	 was unsafe
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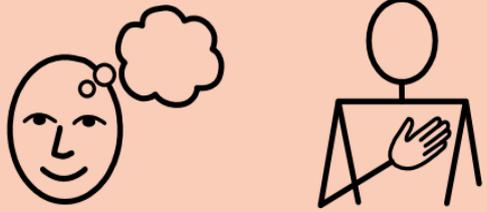
 took my clothes off	<h1>?</h1> <h2>What happened?</h2>			 wasn't respectful
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 swore	<h1>?</h1> <h2>What happened?</h2>			 wasn't ready
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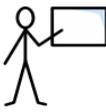
 didn't listen	 threw something	 ran off	 tore my work	 something different
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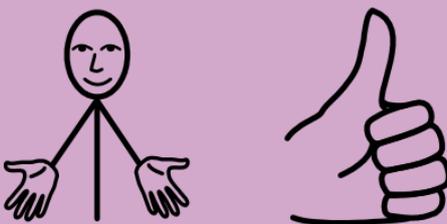
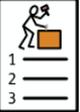
 worried	 fidgety	 confused	 angry	 sad
--	--	---	---	--

 irritated	 <h2>What were you thinking or feeling?</h2>			 excited
--	--	--	--	--

 giggly	 <h2>What were you thinking or feeling?</h2>			 distracted
---	--	--	--	---

 silly	 hungry / thirsty	 anxious	 scared	 something different
--	---	--	--	--

 me	 a friend	 a teacher	 a MDS	 my class
 my mum	 Who has been affected?			 other children
 my dad				 group
 my family	 people in the community	 animals	 my carer	 someone else

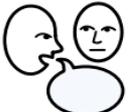
 write it down	 write a letter	 talk to someone	 say sorry	 fix something
 get dressed	 What needs to happen to put it right?			 tidy up
 have thinking time				 clean something
 make a plan	 practise	 finish my work	 get energy out	 something different

 sad	 sorry	 guilty	 ashamed	 scared
--	--	---	---	---

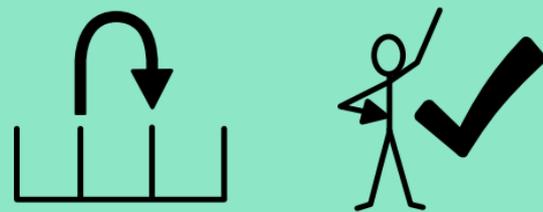
 good	 <h2>How do you feel now?</h2>			 worried
---	---	--	--	--

 happy	 <h2>How do you feel now?</h2>			 unsure
--	---	--	--	---

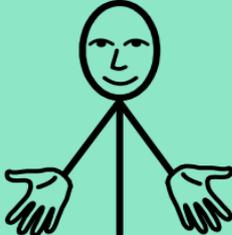
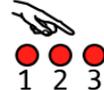
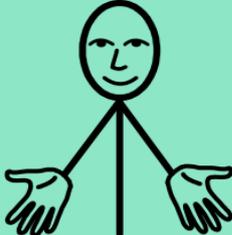
 tired	 calm	 better	 okay	 something different
--	---	---	--	--

 talk to an adult	 ask to go outside	 go to a calm space	 go for a run	 get a fidget toy
---	--	---	--	---

 physical checklist	 <h2>Next time I could...</h2>			 count to 10
---	---	--	--	--

 play with someone else	 <h2>Next time I could...</h2>			 walk away
---	---	--	--	--

 ask for help	 take deep breaths	 tell someone how I feel	 have a drink	 something different
---	--	--	---	--

 <p>to talk to an adult</p>	 <p>to go outside</p>	 <p>to go to a calm space</p>	 <p>to go for a run</p>	 <p>to get a fidget toy</p>
 <p>my physical checklist</p>	 <p>I</p>  <p>need...</p>			 <p>1 2 3 to count to 10</p>
 <p>to play with someone else</p>	 <p>I</p>  <p>need...</p>			 <p>to walk away</p>
 <p>help</p>	 <p>to take deep breaths</p>	 <p>to tell someone how I feel</p>	 <p>to have a drink</p>	 <p>something different</p>