Mount C of E Primary Academy
Headteacher: Mrs Christine Turner
Deputy Headteacher: Mr Sam Thompson

WE 'GROW AND SHINE IN GOD'S GLORY'

MOUNT CHURCH OF ENGLAND PRIMARY ACADEMY

Behaviour Policy

September 2026

The next scheduled review date for this policy is **September 2027**

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Policy:	Behaviour Policy
Approved by:	Governing Body
Date:	September 2026
Review cycle:	Annually

VERSION CONTROL			
VERSION	**DATE**	**AUTHOR**	**CHANGES**
2026	01.09.2026	CT	New Version

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Behaviour Policy

1. Aims

At the Mount Church of England Primary School we aim to encourage each child to;
• Work to their maximum capability in all areas.
• Access the highest quality and standard of education possible.
• Appreciate their own value and worth.
• Develop enquiring minds with the ability to question and think for themselves.
• Understand and respect their world.
As a Church of England school our Christian Values run throughout our daily provision. We focus on;
Caring
Hope
Understanding
Respect
Co-ordination
Happiness

The school aims to provide for our children;
• Close links with the church and local community.
• A happy, lively and caring environment where children can develop within a secure and supportive atmosphere.
• A wide variety of experiences within a stimulating environment.
• A working partnership where pupils and parents are involved in and informed about children's learning

At Mount, the worth of each child drives us to work to fulfil their God-given potential, whatever the religion or other tradition with which their family identify, and with special consideration given to those who are disadvantaged. Therefore, we aim to:

- provide a safe setting in which to learn, where children, parents, governors and staff know that they are valued;
- create an open and honest environment where both children and staff are encouraged to take risks, make mistakes and learn from them;
- work to prevent bullying of any kind to ensure that all children experience joy at school;
- afford special provision to ensure equity for children with disabilities or special educational needs; and
- recognise that mistakes are part of human experience, therefore we will have a robust approach to dealing with situations when things go wrong.

2. Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006

- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy has due regard to the most recent version of the following school policies:

- Special Educational Needs Policy
- Anti-Bullying Policy
- Equality Policy
- Exclusion policy
- RSHE Policy
- Child Protection Policy
- School Vision, Values and Aims
- Accessibility Plan
- Supporting pupils with Medical Conditions
- Physical Intervention Policy

3. The Role of Pupils

- All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.
- Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.
- Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Schools might wish to repeat elements of this induction for all pupils at suitable points in the academic year.
- Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support should be provided for pupils who are mid-phase arrivals.

Pupil are expected to:

- work to the best of their ability, and allow others to do the same;
- treat others with respect and be aware of the impact of their behaviour on others;
- follow the instructions of the school staff;
- take care of and respect property within the school environment and community; and
- uphold the school's Christian Values of caring, hope, understanding cooperation and happiness.

4. The Role of Parents

- The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.
- Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.
- Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy.
- Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Parents/carers are expected to:

- make children aware of the appropriate behaviour in all situations and be aware of the school rules and expectations;
- encourage independence and self-discipline, to show an interest in all that their child does in school and offer a framework for social education; and
- foster good relationships with the school and support the school in the implementation of this policy.

5. The Role of Staff

- Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should also receive clear guidance about school expectations of their own conduct at school.

Staff are expected to:

- be exemplary role models for children and colleagues;
- respect all children and treat them fairly by the implementation of consistent rules, rewards and sanctions;
- raise children's self-esteem and develop their full potential;
- provide a challenging and inclusive curriculum; and
- create a safe, stimulating environment that supports children's learning

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6. Facilitating intrinsically motivated, positive behaviour

Motivation plays a significant role in children's learning and development. Intrinsic motivation occurs when pupils are engaged because of internal rewards, like a love of learning or interest in a subject. At Mount, we aim to enable and encourage pupils to learn to value learning for its own merits, regardless of any external factors. Staff facilitate intrinsic motivation though the following measures:

	Examples of measures
Measures to facilitate intrinsic motivation:	• **Wellbeing provision which raises children's self-esteem e.g.:** ○ Communicating a sense of importance; praising children for making the right choices; ○ ensuring successful experiences; ○ emphasising children's responsibility through providing choices; ○ varying groups in class according to friendship and abilities; ○ displaying and celebrating children's outcomes; ○ pastoral support for children with SEND, medical conditions and mental ill health; ○ providing opportunities for, and nurturing pupil leadership.
	• **A well-planned academic curriculum, e.g.:** ○ high quality teaching and learning which encourages breadth of exploration and experience of the wider curriculum; ○ making learning relevant to pupils' lives and interests; ○ ensuring good and flexible preparation of activities matched to children's abilities; ○ varying lesson pace; ○ tailoring planning to meet individual needs; ○ providing high quality, specific feedback; ○ planning for other adults in the classroom; ○ setting challenging, achievable goals; ○ explaining and modelling tasks well; ○ modelling and sharing a love of learning; ○ having back up self-sustaining activities ready.
	• **Providing space and time for spiritual growth, e.g.:** ○ offering regular collective worship; ○ delivering RE in line with statement of entitlement; ○ focusing on prayer; ○ promoting core Christian values.

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	• **Positive climate for learning and effective classroom management, e.g.:** ○ Establishing clear routines; ○ allowing time for clearing up, questions and children to finish work; ○ allowing children to organise their own time and tasks where possible; ○ planning extension tasks for pupils who need to be challenged ○ being clear about the relevance of classroom activities; ○ cultivating a learning environment which is comfortable, attractive, interesting, motivating, and safe; ○ creating a climate where children have equal status; ○ establishing a climate where there are clear expectations about behaviour and work habits; ○ being explicit in their expectations of what constitutes achievement and encourage children to work towards relevant standards; ○ supporting children to try new things and learn from mistakes
Sometimes, pupils go <u>above and beyond</u> the behaviour expectations in school. Staff celebrate and reward this through:	• Displaying and valuing pupils' work • Celebration Worship • Sharing their successes with parents/carers • Class reward systems e.g. individual or class reward afternoons • Awarding privileges and responsibilities such as pupil leadership roles.

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7. Procedures for dealing with inappropriate behaviour

Behaviour records will be held on our school behaviour monitoring system (excel grids or CPOMS for safeguarding related issues) for serious unacceptable behaviours. It is recognised that sometimes, disruptive behaviour can be a manifestation for social, emotional and mental health needs, or of special educational needs or disabilities. See the table below for a concise indication of how the school deals with inappropriate behaviour in all these circumstances. SLT should be involved at the appropriate point only. Staff will be asked to describe the use of classroom behaviour strategies when SLT intervention is sought to ensure that any further action is clear, concise and reflects actions already taken.

	Examples of particular behaviours *(this is not an exhaustive list)*	**Procedure for managing behaviour**	**Support following a sanction**	**Responding to the needs of SEND pupils**
For the purposes of this policy, the school defines **"low-level unacceptable behaviour"** as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:	• **Not showing respect** e.g. answering back, inappropriate voice tone, inappropriate body language, interrupting or talking over the teacher, rude facial gestures, refusal to share • **Low level disruption** e.g. not settling to learning, talking at inappropriate times, not completing set tasks, deliberately distracting or interfering with others • **Unsafe actions** e.g. running through school, rough play, playing where adults have asked pupils not to • **Lack of care** e.g. littering, not tidying up, disrespecting school property • **Verbal insults** e.g. unkind comments, name calling • **Attention-seeking** e.g. calling out, silliness • **Disobedience** e.g. refusal to follow requests/instructions from staff, bringing in banned items, use of mobile phones without permission • **Evasion** e.g. hiding from staff, walking away from staff • **Benevolent dishonesty** e.g. not telling the truth to protect themselves or friends, not telling the whole truth • **Swearing** e.g. blasphemy, verbal and hand gestures	1. Any **single example** of these behaviours displayed will result in a **verbal reprimand** and reminder of behaviour expectations. Children will need time to process this and should be given a fixed period to enable them to settle during which reprimand is not repeated. This time will depend on the age and stage of development of the child. This level will be referred to as 'That's a one' 2. A **second example** of these behaviours displayed will result in a second verbal reminder followed by processing time. Referred to as 'That's a two' 2a- both of these stages will be recorded on a laminated card on the adults desk. Children will be given time to earn their way off of the verbal reprimand. Each new lesson is a new start. 3. A third example will be followed by a **yellow card**. 4. A yellow card is given to signal to the pupil that they need to reflect on, and change, their behaviour. This will not necessarily be accompanied by a comment. 5. **Within a single session:** After a yellow card is given, no further warnings or yellow cards will be given within a session. Any further displays of these behaviours will be classed as **'serious unacceptable behaviour'** – see below 6. **Over the course of a school day:** if a pupil is given 3 yellow cards, this will be classed as **'serious unacceptable behaviour'** – see below. **Session times are categorised as follows:** **Session 1** – First lesson **Session 2** – Break **Session 3** – Second lesson **Session 4** – Lunchtime	NA	**Possible support mechanisms include but are not limited to:** • Shortened session times • Increased number of warnings before a yellow card is given • Brain breaks • Time out • Strategically planned tasks to deescalate

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For the purposes of this policy, the school defines **"serious unacceptable behaviour"** as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not	• A third example within a session of 'low level unacceptable behaviours' within a single session. • **Confrontation** e.g. threatening body language, slamming of doors, verbal threats • **Discrimination** e.g. to exclude, disadvantage, harass, bully, humiliate or degrade someone because of their protected characteristics (age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation). • **Vexatious and malicious behaviour** e.g. deliberately acting in a manner so as to cause annoyance, irritation or upset, slander, dishonesty intended to cause harm to others • **Harassment/Bullying** e.g. persistent, targeted purposeful behaviour intended to hurt an individual emotionally or physically, including via electronic communication within school time • **Fighting, violence or aggression** e.g. kicking, punching, pushing, fighting, biting, spitting • **Serious Vandalism** e.g. purposely and irrevocably damaging school or others' property		1. Any **single example** of these behaviours, or an **escalation from low level** unacceptable behaviours displayed will result in a consequence at this level. 2. Where necessary, the pupil will be **separated appropriately** from the situation e.g. change of seating position, time out in another part of the classroom, alternative classroom. De-escalation techniques to prevent further behaviour issues arising will be used. Positive handling will only be used as a last resort. 3. The member of staff dealing with the immediate situation will request a **written account of the situation** from the pupil. This will be reviewed in the first instance by the Behaviour and Inclusion Lead and will inform the consequence. 4. The Behaviour and Inclusion Lead will liaise with the class teacher to decide upon appropriate consequences. These include, but are not limited to: a) **a verbal reprimand** and reminder of the behaviour expectations b) **school-based community service** e.g. tidying classrooms, litter picking c) **loss of privilege** e.g. the loss of a prized responsibility d) **missed breaktime(s)** to complete missed work, write a letter of apology and/or create a reflective presentation about the impact, or potential impact of their behaviour and how they plan to address this in the future	• A Behaviour Support Plan will usually be issued by the Behaviour and Inclusion Lead for an initial period of 5 days. If a pupil is absent, this time will be carried over until the five days are fulfilled. • It may be appropriate to extend this with an alternative support mechanism if a pupil's behaviour has not improved. • Following a fixed term exclusion, a behaviour support plan will be issued to aid successful reintegration. **Possible support mechanisms include but are not limited to:** a) Time-limited alternative playtime arrangements b) Group interventions such as problem-solving circles, circle of friends and restorative discussions c) Alternative classroom/lunchtime seating arrangements d) Internal referral for individual mental health support	**Possible support mechanisms include but are not limited to**: • Delay request for a written account enabling time for calming • Use of emotion coaching • Personalised Hierarchy of Support with specific scripts for emotion coaching and/or de-escalation

Session 5	Third lesson
Session 6	Break
Session 7	Forth lesson

limited to, the following:	• **Sexual misconduct** e.g. sexual name calling, sharing of explicit images, unwanted sexual attention sexist remarks, homophobic remarks, offensive name calling, laughing at, provoking or victimising others) • **School avoidance** e.g. truancy, running away from school, deliberate lateness • **Theft** • **Possession of dangerous banned items** e.g. guns • **Possession of legal or illegal drugs, alcohol or tobacco** • **Persistent defiance, disobedience or destructive behaviour** • **Refusing to comply with disciplinary sanctions** • **Any behaviour that threatens safety or presents a danger** • **Any behaviour that seriously inhibits the learning of pupils** • **Any serious behaviour that requires the immediate attention of a staff member**	e) **removal from classroom to allow for continuation of learning** e.g. a set period working in another classroom, internal seclusion with a member of SLT f) **fixed term suspension or permanent exclusion**: in line with the school's Exclusions Policy, only the headteacher has the power to exclude a pupil, however decisions will usually be taken in conjunction with the Behaviour and Inclusion Lead and/or other senior members of staff. 5. Parents will be notified about the behaviour, consequence, and Behaviour Support Plan <u>on the same day</u>: with the exception of exclusion, notifying parents will be the responsibility of the class teacher. 6. The next day, the pupil will begin a Behaviour Support Plan – see right. 7. Any behaviour incidents at this level will be recorded on CPOMS. This should be initiated by the member of staff dealing with the incident. The Behaviour Lead will then add actions as appropriate. *Please note: If a pupil is absent for a consequence, this will be carried over until it is spent.*	e) KIT time with a member of the pastoral team f) Emotion coaching g) Brain breaks during sessions h) Internal referral for pastoral or behaviour intervention i) Referral to CASY j) Referral to outside agencies for consultation/advice e.g. Schools Behaviour and Attendance Partnership (SBAP) Parents will be asked to sign the plan at the end of each school day. This is to ensure effective communication between school and home and enable parents to support the school to maintain good behaviour. *The behaviour and Inclusion Lead will review and sign the plan at the end of the 5 days support.*	

8. Sexual Misconduct

At Mount Primary Academy, sexual harassment or violence will never be accepted. In response to the Ofsted survey of Sexual Abuse (July 2021), leaders are taking a proactive approach and will survey pupils and staff in relation to this. This is because research shows that pupils are unlikely to come forward and report incidences. In our school, reporting is always taken seriously. We aim to create a culture where pupils feel comfortable to talk about this openly, and learn that gender stereotyping, sexist approaches and sexual misconduct are never acceptable in school, or in wider society.

9. Restorative approach

The aim of restorative practices is to develop a sense of community and to manage conflict by repairing harm and building relationships. This process enables those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. At Mount, we believe that errors in behaviour signal a need for teaching, just as academic errors are seen as an opportunity for learning. This teaching may be undertaken using a variety of techniques, including problem-solving circles, circle of friends and restorative discussion.

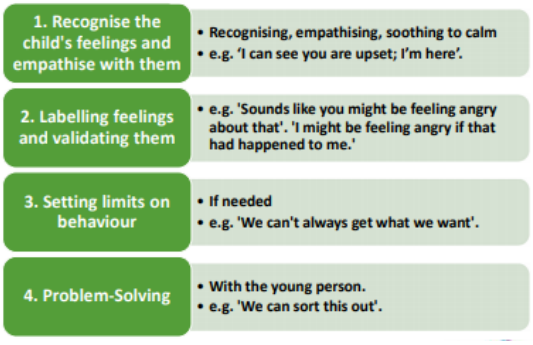
Evidence shows (DFE-RR098, 2011) that this approach is an effective, inclusive way of dealing with a wide range of behavioural issues in schools. It is recommended by a number of support agencies that work alongside Mount staff, including Nottinghamshire's Educational Psychology Service, who have provided staff training.

Our restorative approach will:

- involve both those responsible and those harmed;
- be a fair process;
- use restorative questions for both sides;
- be appropriate to the age and understanding of the child;
- range from informal conversations to more formal meetings;
- allow and acknowledge free expression of emotions;
- avoid shame.

Emotion Coaching

We use emotion coaching as a relational strategy to support the development of children's self-regulation. It teaches children to regulate their own emotions. The benefits of using an emotion coaching response with children are numerous: it helps them to become more resilient; to control their impulses; to self-soothe when upset; to have fewer behavioural incidents in school; and ultimately, to achieve more academically. The structure that staff at Mount use to develop these skills are outlined here:



10. Positive handling

Positive handling is always a last resort but may be used in the school to:

- Restrain a pupil who has lost emotional self-control until the situation is diffused.
- Limit the amount of harm that the pupil involved can do to their self or others.
- Demonstrate to pupils that they are within a safe environment in which adults can contain pupils' anger and other erratic emotions.
- Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.

Positive handling will be limited to emergency situations and used only as a measure of last resort. Where positive handling is required, the school will abide to the following guidance:

- Initial intervention will always be without force.
- Any physical intervention will follow other appropriate actions.
- Staff will take a calm and measured approach in all situations.

Positive handling will be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. All incidents involving positive handling will be recorded on CPOMS. An incident exploration document may be completed to unpick the incident further and plan for a positive future.

11. Provision for children with SEND and/or SEMH needs

At Mount Primary Academy we recognise that some children have additional needs. These children may require extra support to manage their behaviour. Our Special Educational Needs and Disabilities (SEND) Policy clearly sets out how we make provision for children with existing difficulties and sets out procedures for the identification of SEND and mental health needs.

We understand that all behaviour is a form of communication and know that disruptive behaviour can be a possible manifestation of special educational, or mental health needs. When this is identified by the school, specific interventions will be put in place to support the child with positive reinforcement strategies and detailed in a personal behaviour plan. Under these circumstances, we will work closely with parents to ensure a consistent approach between home and school and clear communication.

It is paramount that children with additional needs have clear boundaries and consistent rules, just like their peers. However, they may also require alternative, personalised rewards and consequences (e.g. marble jar, sticker chart). Our procedures for dealing with inappropriate behaviour already signal how staff can alter their approach for children with additional needs. The decision to vary the behaviour management strategies is at the discretion of the class teacher working with the SLT, based on knowledge of the individual child. It may involve the completion of a 'Motional Questionnaire' to ascertain what the most effective strategies are likely to be.

If a child consistently struggles to regulate their behaviour, a meeting will be called by the appropriate member from the SLT. This will also involve parents/carers and the class teacher. The purpose of the meeting will be to develop a tailored plan for provision. This will be reviewed and evaluated at timely intervals.

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12. Appendix Contents

1. Hierarchy of Support
2. Incident Exploration Document
3. Behaviour Support Plan Template
4. Emotion Coaching Script

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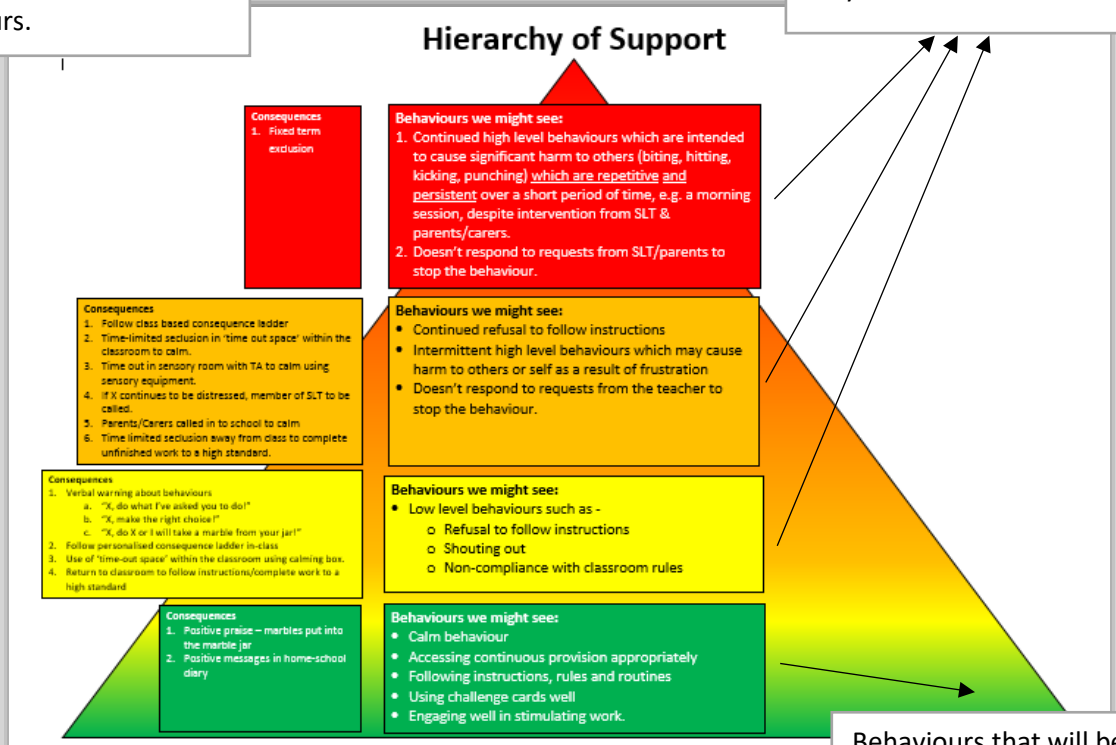
Hierarchy of Support

All planned actions listed are designed to encourage expected 'green' behaviours.

Behaviours that will be noticed when the child is increasingly distressed: yellow denotes low level, moving through to red which denotes high level behaviours which may result in harm to self or others.



Strategies to be used (on a sliding scale green –red) to manage behaviour and calm. These are based on the child's individual needs, the teacher's knowledge of strategies which work well and possible advice form external agencies.

Behaviours that will be noticed when the child is calm and engaging with learning.

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ENGLAND
EMY

Incident exploration document

School		**Date of suspension**	
Child's name		**Reason / code for suspension**	
Is a suspension deemed appropriate?		**Reasons for this decision**	
Time of incident		**Lesson/ playtime?**	
Length of suspension		**Discussion with…**	

Briefly describe what happened: Where did the behaviour occur? Who witnessed it? When did the behaviour occur? What were the antecedents?	
Describe how the pupil reacted: Body language/ verbal or physical responses How did the adults and pupils around them respond?	
Is there anything that can be put in place to prevent a similar incident? Assessments, pupil voice, different staff members?	
How do policies and procedures support a positive resolution? Restorative justice? Transition back into school Referrals to other agencies?	
How will parents know that the situation is improving?	

Do parents reflect similar incidents at home?	
On reflection, how do you feel about the event/ situation now? Do you feel there are other strategies to try?	
If this happens again how will you know that you are more prepared? Do staff feel more prepared?	
If this situation occurs again what one thing will you do differently?	
SLT response	
How we are going to support staff in approaching this in a different way? Will there be a lead professional for the pupil? Staff meeting? Group email?	
CPD identified at SLT level and who for?	

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Behavior Support Plan

Name of pupil: _____

Date commenced: _____ YG: _____

Time limited support to be in place for ___ days:

a) _____
b) _____

Support Evaluation and Monitoring - Rate My Day

Staff to grade and initial each session using the code below:
5 = Fabulous! I have been really engaged and focussed, better than many of my peers. Great progress!
4= Great! I have been as engaged and focused as my peers so I have been able to make good progress.
3= OK! I have joined in and made some progress but needed a lot of cajoling and encouragement
2= I have sat quietly and not disturbed others but not really engaged or made progress
1= I haven't engaged in my learning and have disrupted my friends' or classmates' learning

Date	Session 1	Break	Session 2	Lunch	Session 3	Parental Signature

Behaviour and Inclusion Lead Signature: _____

Scanned and entered onto CPOMS on (date): _____

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Emotion Coaching Script

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Emotion Coaching Scripts

Below are some example 'scripts'. It is important that the child's feelings are not dismissed, that they feel validated, but take ownership. The key phrase in emotion coaching is "connect before you correct".

Labelling

Look for physical and verbal signs of the emotion being felt. Take on the child's perspective; use words to reflect back the emotion and help the child to label that emotion.

" You seem angry to me" or sad, upset, fed up etc.
" I can see you are angry."
" I can tell you are angry."
" The way you are feeling is making you/ made you angry." " You're angry about...."

" You look kind of angry". Or "Your face shows that you are angry."
" You are obviously angry."
" I can see that something's not quite right – can you tell me about it?"

Empathising

Affirm and empathise with the emotion, allowing time and space for calming down.

" I'm sorry that happened to you, you must have felt angry?"
" I can see that you get angry when that happens/ when I do this." " I would feel angry if that happened to me."
" That would make me angry."
" I understand why you are angry."
" It's normal to feel angry about that."
" It's ok to feel angry about that."
" I know you're feeling angry – I would feel the same too."

Exploring

Explore the feelings that gave rise to the behaviour, and be specific.

" How were you feeling when that happened?" " What did it make you feel like?"
" Have you felt this way before?"
" Why do you think you are doing this?"

" What does your body feel like now?" " What feelings are you having now?" " Can you tell me what happened?"
" What does it make you want to do?"

Limit setting

Separate emotion from the behaviour. Clarify what is acceptable expression of emotion, and what is not. Allow time and space for calming down.

"…. It's not ok to behave like that."
"…. That behaviour is not acceptable."
"…. The rules are that we don't do that."
"…. We don't deal with that by lashing/ hitting out."
"…. You cannot behave like this."
"…. This is not a safe place to be angry. Let's go to a safe place where we can talk." "…. Behaving like that is not helpful."
"…. In this house we behave in a more appropriate way."

Identifying possible alternative solutions

Identify alternative, more appropriate/ productive ways of expressing and/ or managing feelings, behaviours and actions. Empower the child to recognise the feelings and take ownership.

" Let's think of what we could have done instead."
" Can you think of a different way to deal with your feelings?"
" I can help you to think of a different way to cope."
" Can you remember feeling this way before, and what you did?" " Have you thought about doing this instead?"
" How did you handle it last time?"
" How can you get over this?"
" Can you remember what we discussed last time?"

Agreeing which solution is best.

Agreeing possible solutions and 'scaffolding' suggestions where appropriate.

" Try and do this next time you feel like this."
" Let's decide what you will do next time you feel like this."
" What do you think you can do better/ change next time?"
" Do you think doing that would be more helpful for you and others?" " What could you have done?"
" Can you remember what we agreed?"
" This is what we can do instead."
" How do you think you will react next time, or if this happens again?"

Example script

Here is an example 'script' that takes an element from every Emotion Coaching Step.

" I can see you are feeling angry. It's ok to feel angry about that – I would feel the same. However, it's not ok to behave like that. Can you tell me what happened? Let's think of what we could have done instead. Well, try and do this next time you feel like this."