

Rockwell Green Church of England Primary School

Relationships and Behaviours for Learning Policy

**including statement of
principles**

Status:	STATUTORY
Responsible person:	HEADTEACHER
Responsible Governor:	CHAIR OF GOVERNORS
Approved by the Governing Body:	January 2026
Review Period:	2 years
Review Date:	September 2027

INTRODUCTION

This policy should be taken as part of the overall strategy of the school and operated within the context of our ethos, vision, aims and values as a Church of England School.

VISION

As a Church of England School, we aim to work with parents, pupils, staff, governors and the church to provide a safe environment in which each child is valued as an individual made in the image of God.

We aim to ensure that all pupils flourish and achieve their full potential in a caring and supportive environment. Pupils will willingly take responsibility for their academic, creative, social and physical endeavours using determination, communication and curiosity. Leaders and staff strive to provide high quality teaching and an exciting curriculum to meet the needs of all pupils.

We want our children to be confident, able people, who possess a sense of personal duty and an understanding of the Christian ethos and values to enable them to make the best contribution possible to the community in which they live.

School Ethos and Behaviour Expectations

We expect and encourage good behaviour and self-discipline from all our pupils in order to create an environment which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships and we achieve this through visible consistency which is tightened through three core rules:

Be Ready, Be Respectful, Be Safe

These three rules are referred to and used regularly by all adults working in the school. Our School Values and Learning Behaviours underpin our three school rules.

Aims

- To create an environment that enables children to be ready to learn, be respectful to others and to ensure the safety of all
- To create an ethos where responsibility is taken by all
- To celebrate good behaviours for learning
- To reinforce positive behaviour especially through the language used
- To enable children to develop a sense of self-worth, respect and tolerance of others
- To provide a clear and uncomplicated rewards and sanctions system that is understood by the whole school community

Our School Values

Our Christian Values are embedded throughout our school and underpin our ethos. Each value is taught each year and on a half-term basis. They are:

1. Respect (Autumn 1)
2. Friendship (Autumn 2)
3. Compassion (Spring 1)
4. Service (Spring 2)
5. Justice (Summer 1)
6. Trust (Summer 2)

Three Core Learning Behaviours

The school has three core learning behaviours: Determination, Curiosity and Communication. The aim is for these to be explicitly taught and used throughout the curriculum to enhance the children's engagement, independence and success as a learner.

Greeting Pupils and Parents

At the start of every day, pupils and parents are greeted by staff on the school gate. The children are also greeted and welcomed as they enter their classroom by a familiar member of staff such as their class teacher or teaching assistant.

Adults at Rockwell Green C of E Primary will show:

- Unconditional positive regard for all pupils
- Priority for care, dignity and positive relationships
- Consistency and a calmness
- A focus on choice and good choices
- Empathy and respect

We aim for children at Rockwell Green C of E Primary to show:

- Self-respect by having a positive view of themselves
- Self-confidence
- Self-control
- Respect, courtesy and tolerance towards each other and towards all staff
- Pride in their achievements
- Empathy with others' feelings
- Respect for their environment and community

Start of each academic year

A Class Code of Conduct is agreed by each class at the beginning of the school year, focusing on the three school rules, to enable success for all. This is part of the Relationship and Health Education (RHE) discussions held. The three school rules alongside the values will also be a focus within Collective Worship.

Zones of Regulation

The language related to the Zones of Regulation is used across the school by staff. Staff modelling this regularly alongside the strategies they have used to regulate their emotions is vital to it being a successful approach across the school. In addition, the zones of regulation is taught through Collective Worship once each half term. Children in Year 1 also have a half-termly session as one of their RSHE sessions so they can begin to gain a greater understanding of the Zones of Regulation.

RSHE

Our RSHE and wider personal development curriculum is focused very much on enabling our children to develop strong relationships with others in a safe and supportive way.

No Outsiders

What is No Outsiders?

No Outsiders focuses on developing children's thoughts, ideas and opinions about the world and society we live in with a focus on equality, diversity and the British Values. The approach is through the children having ownership of what is shared within the session with the teachers acting as facilitators and not sharing their own thoughts or opinions. There is no right or wrong answer but there is a rule that what is shared must be respectful. To do this the children are given a stimulus (a photograph, a picture book) and then from this the children are asked questions such as:

- What do you see?
- What are your thoughts?
- What is your opinion? For what reason do you think that?
- Do you agree or disagree?

This approach enables the children to:

- Create and develop their own opinions and point of view
- Have an opportunity to change their opinions and thoughts
- Challenge other peoples' opinions and thoughts in a safe environment
- Develop a greater understanding of equality and the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.

No Outsiders embraces and values that we are all different and that nobody should be left out. It reinforces that we are all welcome and that children are listened to. The exciting aspect of No Outsiders is that it builds further upon the inclusive culture that the school already has.

How is No Outsiders delivered at RGS?

The No Outsiders resources are used to strengthen the school's RSHE curriculum. Each class from Reception to Yr6 will use one of the books with the session plan to deliver a No Outsiders session each half-term as one of their class RSHE lessons. At the beginning of the school year, each class will use their chosen book for the Autumn 1 half-term in the first week back at school

to reinforce the No Outsiders approach and language and then use it as a stimulus for some other learning.

In addition to the class sessions, a No Outsiders Collective Worship will be delivered (either whole school or within Key stages) most school weeks to aid the children's understanding.

A key aspect of No Outsiders is all adults using the language of No Outsiders and when children raise about situations elsewhere that we respond with:

'I am sorry to hear that. I am pleased to say that at our school that we embrace difference. We believe in No Outsiders – we are all different and all welcome.'

Classroom Management

Classroom management is vital to supporting positive relationships and good behaviours within the classroom and areas outside the classroom. Examples of this include:

- Organised and well structured classrooms where resources and books are easy to access for the children
- Resources being ready to be used (eg. sharp pencils)
- Adults being ready to welcome the children and begin teaching as the children enter the classrooms (Beginning of the day as well as after breaktime and lunchtimes)
- Structured systems are used for both lining up or collecting items from the cloak room eg. one table at a time
- Positioning of adults

Walking through the school

Staff will lead classes from the front when moving through the school corridors and stopping at various points to ensure all are making the right choices. Children are expected to move through the corridors with their class silently. Staff will share the reasons for this with their children. When children are walking through the school themselves they are expected to do this quietly and sensibly so the learning of others is not disturbed.

Forms of Rewards

The main focus of our behaviour management is to praise positive actions by catching the children doing the right thing and rewarding and celebrating their good behaviour. We focus on being specific and naming the reasons/behaviour so there is clarity of expectation for all.

- 1) Verbal comments of specific praise are given regularly by all teachers, teaching assistants and other members of staff. We aim for them to be clear and explicit.
- 2) Each class has a star and shooting star where peg names can be moved to at any time in the school day to reward good learning or behaviour.
Golden tickets are given to children who are on the shooting star at the end of the day.
- 3) Golden tickets can also be awarded at any time by an adult to a child for excellent learning or behaviour either for a specific one off event or for a continued excellent approach. All 'Golden Tickets' are put into either the EYFS and KS1 'Golden Box' or into the KS2 'Golden Box' that are kept in the school hall. In Friday's Celebration Assembly one 'Golden Ticket' is pulled out of each box and those children are able to choose a prize from the Celebration Assembly basket. While the golden tickets are pulled from the boxes the leader of Celebration Assembly will congratulate all those of

the children who have a golden ticket due to their work ethic and behaviours for learning.

- 4) Class Dojo points and House points are given (one at a time) for good behaviour choices linked to the school rules, the school values and the school learning behaviours. Staff give Dojo points through the website/app. Parents who have registered with 'Class Dojo' are alerted of these points. Children who are given a Golden ticket receive four dojo/house points and those that are on the Star at the end of the day receive two dojo/house points. Class Dojo points and House points can be given through the school day but also when reviewing the children's books. House points are shared in Celebration Assembly and the winning House at the end of each term enjoys an afternoon reward.
- 5) Celebration Assembly is held every Friday to celebrate achievement and effort. In each class there is a presentation pencil awarded (care and thought), a certificate for demonstrating either the value of the half-term or one of the learning behaviours and a golden sticker as the reading star of the class for the week. As a school we strongly believe in the importance of developing a child's whole self so therefore we also celebrate other achievements in school (eg. sporting, Rock hero badge in TT rockstars, etc) as well as achievements from outside of school.
- 6) Half-termly a special celebration worship is held where yellow celebration certificates are given to two children from each class for demonstrating our school rules, values and learning behaviours
- 7) Half-termly celebration tea-party where two children from each class are invited alongside a family member to attend with the headteacher and head and deputy boy and girl. Children are again chosen for demonstrating our school rules, values and learning behaviours
- 8) Our school Wow Work Board is situated in the school office area and learning from two children in each class is displayed on a termly basis

Rockwell Green C of E Primary School's Behavioural Consequence systems:

In the event of inappropriate behaviour, the behaviour is disapproved of and **not** the child.

Class-teacher/Early Years Assistant Intervention – Early Years Centre:

The consequences for inappropriate behaviour will be immediate and relatively short and parent/carers will be informed of any inappropriate behaviour at the end of the day

- Verbal reminder that the behaviour is inappropriate and an explanation of why
- If the behaviour continues, the child will be asked to move to a quiet space to think about the choices they have made and how they could improve their behaviour. Reception children have a 5 minute sand-timer and pre-school children have a 3 minute sand-timer for 'time-out'.
- After they have had 3/5 minutes 'time out', if they repeat the same behaviour they instantly have 'time out'.
- On the third occasion on the same day, if appropriate, they are removed from class and spend 10 minutes in another class.
- We have a 'zero-tolerance' of swearing, biting, verbal or physical abuse. If this occurs a yellow card will be given.

Class-teacher/Teaching Assistant Intervention - Key Stage 1 & 2:

- Non-verbal reminder (re-direction) if appropriate
- Verbal reminder of appropriate behaviour and successful approaches to make the right choice throughout the learning session (this may be shared with the class)
- If behaviour continues one more time then attune to the child's need and give the child an opportunity to regulate their behaviour. This may involve giving them two to five minutes time out.
- If the inappropriate behaviour continues then give the child a final warning
- The child is sent to another class for 10 minutes with work to complete if appropriate. The child may need to be accompanied by a TA or another child. In this class the child is not given attention. After 10 minutes a TA/Teacher attunes to the child to identify whether they are ready to return to class and learn. If they are not then give the child a further 10 minutes before repeating the cycle.
- When a child returns to class they are given an opportunity to start again. Making a connection with the child after they have re-entered the class is important. However, if their behaviour continues then they are given one warning before being asked to leave the classroom on the second occasion.

Linked classes:

Badgers children will go to Hedgehogs

Hedgehogs children will go to Badgers

Kingfishers children will go to Hedgehogs

Otters children will go to Kingfishers

Squirrels children will go to Otters

Tawny Owls children will go to Squirrels

Woodpeckers children will go to Tawny Owls

If there is already a removed child in a class then another classroom will be tried. If a class is learning outside of the classroom eg. PE then a different classroom will be used.

Communication with parents

- Sent out from class once: class teacher communicates with the parent
Ideally this will be done face to face or through a telephone conversation. If this is not possible then a message will be sent via Class Dojo
- Sent out twice within a week: Class teacher communicates with the parent again.
- Sent out three times within a week or regularly over a half-term: Class teacher continues to communicate with the parent. It may also involve the Headteacher or the deputy headteacher communicating with the parent to discuss the behaviour

Incidents of children being sent to a paired class are recorded on CPOMS by the class teacher.

Breaktime and Lunchtime Sanctions

A child may lose some of their lunchtime if they have not:

- Completed their learning to the expected standard

- Completed their home learning to the expected standard (this includes reading, learning maths facts)

In addition to this, a teacher may choose to ask a child to stay in through their breaktime to complete their learning to the expected standard.

Yellow Cards (a separate system to the Star Chart and is given for more severe behaviour):

Yellow cards can be given by a Lunchtime Supervisor, a Teaching Assistant, a class teacher, the Deputy Headteacher or the Headteacher and can be given at any time of the school day. Teaching Assistants and lunchtime supervisors will report incidents to the class teacher, Deputy Headteacher or Headteacher so they have all the facts to share with the parent/carer.

A yellow card can be given for any one of the following (a child may receive more than one yellow card at a time depending on their behaviour):

dishonesty, physical aggression, verbal aggression, swearing, defiance, intentional/deliberate vandalism, spitting

A Yellow Card will stay active for 5 days.

One Yellow Card means:

- parents are informed ideally face to face or through a telephone conversation. If this is not possible then a message can be sent by Class Dojo
- a log of the incident will be recorded on CPOMS notifying both the headteacher and deputy headteacher
- The child loses 10 - 12 minutes of playtime with their class teacher to reflect on how to make better choices next time. In this time, if appropriate, the child will complete a reflection log. Where they will consider:
 - What happened
 - How they were feeling
 - How they will make it better
 - What they will do in the future

The purpose of this approach is to allow restorative conversations and relational support. (See appendix 2 for the reflection log)

Two Yellow Cards mean (received within 5 days of the first):

- parents are informed, following the same procedure as one Yellow Card. A log of the incident will be recorded on CPOMS and both the headteacher and deputy headteacher will be informed.
- The child is not allowed to play in the playground for two days, both morning and lunch break except for the last 2-5 minutes of the breaktime/lunchtime so they have an opportunity to have exercise and therefore be calmer in the classroom for the next session. Again they will, if appropriate, complete the reflection log.

Three Yellow Cards mean (received within 5 days of second):

- As above
- Parents/carers may meet with the headteacher/deputy headteacher and other adults if appropriate.

Supporting Staff

If a child will not respond to what is being asked of them then:

- 1) Give the child between 2-5 minutes to do as they have been asked.
- 2) Swap with another adult if possible
- 3) Swap with an ELSA if possible
- 4) Ask for the headteacher, or the deputy headteacher to support

Demonstrating Respect

Pupils are expected to demonstrate respect throughout the school day.

If children are seen not to show this then they may lose some of their breaktime or lunchtime as shared in the examples below:

- If children are talking through Collective Worship then the class teacher will be informed and those pupils will lose 5 minutes of their breaktime the following day
- If a child is not treating the playground equipment with respect or is standing on a bench, etc then adults will ask these pupils to have a 2-5 minute time out standing at a specific place by the adult for them to consider their behaviour choice.
- If children are seen to be disrespecting the school property either in the classroom or the school corridors then they will miss 2-5 minutes of their breaktime/lunchtime with their class teacher

High Expectations of Good Manners and Consistency in the use of Language

In line with our whole school approach for Oracy we expect this too from the children through all aspects of the school day. Modelling from staff is crucial to support children's language development as well as high expectations from all adults. If children do not use the appropriate manners or the expected language structure for their age and ability (eg. "Please could I have the fish." when receiving their lunch / 'Go toilet' - 'Please can I go to the toilet') then the adult would model to the child the appropriate language for them to then repeat when appropriate. Whilst also improving the manners and respect across the school this will also enhance the language and sentence structure of the children. To further support this there are sentence stems displayed in both the classrooms and the school hall.

In addition to this, pupils will be encouraged to use their oracy skills to deal with situations themselves and use sentence stems such as:

- 'Stop. I do not like it when'
- 'I feel really happy when we share
- 'I feel cross when you say those words..'

If pupils share with an adult regarding a situation they will be asked if they have used one of these sentence stems first. If not, they will be encouraged and supported to do so.' If an adult discovers that a pupil has ignored a request from another child who has tried to deal with a situation themselves then they will be given time out (a place to sit/stand on the playground/field) for 3-5 minutes depending on the age of the child. This links to the sanctions shared previously for when a lack of respect has been shown.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site eg. when representing the school in a sporting fixture or on a school trip.

Representing the school is an honour and children may not be allowed to attend trips or events if their behaviour causes concern of safety for all.

Headteacher/Deputy Head Intervention:

This can be an immediate step for serious behaviour incidents as below:

Swearing at staff, assault, racism, homophobic comments, vandalism, leaving the school without permission, having a dangerous weapon, consistent defiance or inappropriate behaviour.

The headteacher or deputy headteachers contacts parents and the child may receive an internal suspension or a fixed term suspension. The police may be informed.

SEND/Vulnerable Pupils

We acknowledge that our behaviour systems will not work for ALL pupils and note that some children may need different strategies, rewards and sanctions. These will be led by the class teacher and may involve support from the SENDco and SLT so that all pupils have a system to follow which is consistent, motivational, realistic and achievable. In these cases, an individual behaviour management plan will be formed and shared with the child, parents and staff. Staff will have high expectations of all children.

Emotion Coaching

The use of emotion coaching and de-escalation strategies can be highly effective.

Language stems and approaches to support with managing emotions and behaviour:

- I wonder if you are feeling I can see your face is very red and wonder if
- Share a positive of the child – The learning in your book yesterday was fabulous. I told ... as I was so impressed.
- Use of distraction – The trees are beautiful at this time of year.
- How can I help you?
- I can accept as long as you can accept

Please see Appendix 3 for further information on de-escalation strategies and Appendix 4 for more information regarding Emotion Coaching scripts

Pupil transition

To ensure a smooth transition to the next year, pupils have a transition session with their new teacher(s). In addition, staff members hold transition meetings to discuss each pupil's strengths and areas for development. The SENDCo may also create a transition book for pupils with specific needs to support this transition.

Mobile Phones

When children need to bring a mobile phone to school they will take it turned off to the school office before school starts and then collect it from there at the end of the day.

1:1 teaching assistants who support pupils with complex SEMH needs may carry a school mobile phone with them so if they are in need of emergency assistance they can ring the school office. These mobile phones can be collected and returned to the school office each day.

Parental involvement

We expect parents and carers to work in collaboration and partnership with the school to ensure their child can be the best they can possibly be. Parents will be informed, as outlined above in the policy.

The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviours for learning policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

Confiscation

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

Links with other policies

This Relationships and Behaviours for Learning policy is linked to the following policies:

- Safeguarding and Child Protection policy
- RSHE Policy
- Anti-Bullying policy
- Suspension and Exclusion
- Use of Reasonable Force Policy
- Special Educational Needs (SEND) Policy
- Attendance Policy

Appendix 1:

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected , and learn free from the disruption of others
- All pupil, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the relationships and behaviours for learning policy
- The relationships and behaviours for learning policy is understood by pupils and staff
- The suspension and exclusions policy explains that suspensions/exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and fixed-term suspensions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board biennially.

Appendix 2

Reflection Log

Name

Date

Situation: What happened? What was the trigger?



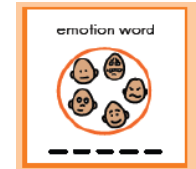
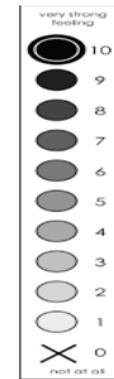
Physiological Reaction: What happened in your body?



Thoughts: What happened in your mind? What were you thinking?



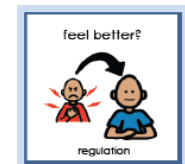
Emotions: What moods or feelings did you experience?



Behaviour: What did you do?



Behaviour: What will you do in the future? What needs to happen next?



Appendix 3 – De-escalation strategies

Strategies to support emotional development and prevent challenging behaviour in the longer term:

- Fresh start each day (don't talk about past difficulties) except where a sanction has to be served;
- Small breaks when needed;
- Opportunities for lots of physical exercise;
- Play opportunities and outdoor play with full engagement of adult (to process past traumas);
- These play opportunities are a provision and not used as a reward or taken away as a sanction;
- Creative arts that are open ended with no end product specified i.e. paint, clay, model making etc. (therapeutic);
- Prepare for change/transitions so the child is clear about what is happening;
- Visual timetable;
- Play with one other child, gradually building up the numbers;
- Differentiation of work- simplify this down, or make it practical/play based so they can work independently;
- Small achievable chunks of work-based tasks;
- Scribe for written work, or alternative recording if needed;
- Relationship and Health Education work if the child is able to access it;
- Simple home/school communication;
- Major incidents discretely communicated to the parent;
- Ensure child always has an activity to do. Open/waiting/unstructured times may be difficult;
- Safe place identified where the child can go when they feel angry;
- Calm box with calming activities.

A selection of possible strategies that can be used during an aggressive incident:

- Be aware of the 'anger mountain' and that it can take hours to calm down after an incident;
- Identify triggers and warning signs to intervene early and encourage calming activities;
- Encourage use of safe place/calming activity;
- Calm, controlled and empathic response from trusted adult;
- Give empathy i.e. 'I can see you're angry' or 'I wonder if you are upset because....';
- Keep language short and simple;
- Don't lecture/put down/interrogate;
- Non-confrontational - leave them a way out with dignity;
- Negotiate a simple alternative - be flexible;
- Simple positive choice;
- Always show you care, even when things are not going well;
- Only key staff involved who the child trusts (don't over crowd them with too many adults);
- Seek help from another member of staff if things are not working;
- Positive talk - tell the child what to do rather than what not to do i.e. 'Put the stone down' instead of 'Don't throw the stone';
- Try to distract/diffuse;
- Try not to take what they say personally - they are just communicating their distress. The behaviour has come from a feeling - probably anger or anxiety;
- Remember body language - give them space and time;
- Model positive behaviour and politeness yourself;
- Many children do not feel comfortable with touch and so physical restraint should only be used as a last resort for serious safety reasons;
- Establish an emergency procedure - use of phone/ walky talky if necessary.

De-briefing after an incident:

- To be kept as brief and simple as possible (too much language will confuse);
- Allow enough time for the child to be calm;
- Best done with key trusted staff;
- Don't insist on them saying 'sorry' (a very complex emotion) - instead try 'How can we make things better' and move on if they cannot cope with this;
- Don't talk about the negative behaviour to others in front of child;
- Move on quickly and make a fresh start;
- Keep it simple and brief -What happened? What could you have done? Cartoon style drawing may help (if they are able to);
- How could we have helped you? Or, what would have helped?(if they understand this);
- Adult can say 'I felt sad when you...';
- Repair and rebuild relationship;
- If needed, complete a record on CPOMs (adults only) after the event.

Emotion Coaching Scripts

6-step approach from 'labelling' to 'solutions'. 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".

Step 1: 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?"

Step 2: 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."

Step 3: 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.”

Step 4: 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?”

Step 5: 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?”

Step 6: 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.”

