

# Stanstead Flying High Academy



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## Behaviour Policy 2025 - 2026

To be reviewed September 2026

Last Update: March 2026



## Aims for Behaviour

At Stanstead Flying High Academy, one of our core aims is to ensure that every member of our school community feels valued, respected, and treated with fairness. We are a nurturing community, built on the foundations of trust and consideration for others. Our Behaviour Policy has been created to guide how everyone within the school can work and learn together harmoniously, underpinned by a culture of high standards. It seeks to foster an environment shaped by our three key expectations, where all individuals are kind, respectful, and responsible. These principles have been chosen because we believe they capture all that is needed to build a positive atmosphere in which our pupils can flourish.



Outstanding behaviour is not about following rules to avoid getting into trouble; it is about self-regulation – being able to make the right choices about their own behaviour and we passionately believe in the philosophy. It is our firm belief that behaviour should be embedded through a whole school ethos and philosophy.

This policy is about how we do this at Stanstead Flying High Academy, and sets out:

- What we mean by outstanding behaviour.
- What we think are the benefits of outstanding behaviour.
- How we develop outstanding behaviour in school.

## What we mean by outstanding behaviour?

We feel that outstanding behaviour means that everyone in school is:

- Caring and kind.
- Polite and friendly.
- Helpful and supportive to everyone in the school.
- Fully respectful of the school community and environment.
- Displaying positive learning behaviours.
- Able to take responsibility for their own behaviour and learning.
- Able to reflect on choices made and the consequences of these choices.
- Able to articulate what they will do differently when the wrong choice has been made.

We actively encourage this behaviour in every area of school life e.g. entering and leaving the school, in the corridors, at lunchtimes, in the playground, as well as inside the classroom. We believe in the ethos of children making correct choices at all times and we actively look to 'spot' children doing this. We believe that a positive approach to behaviour management is about changing behaviours not about changing the child

## What do they mean?

**Behaviour for learning** – how a child's behaviour effects their ability to learn and reach their potential. It involves self-awareness, self-confidence, interactions with others and the how a child engages in a lesson to ensure they are active learners.

**Self-Regulation** – relates to the ability to control and take responsibility for our own behaviour. To be able to consider the choices available to us in different situations and decide on what is the right thing to do. This also requires the ability to be reflective, a skill that is promoted throughout our school.

## **'Zero Tolerance'**

There are certain things that we strongly believe have no place in our school community:

- Bullying – this can take different forms including physical, homophobic, verbal, emotional and cyber
- Physical violence towards other people or the school environment
- Racism

These non-negotiables are made very clear to the children and we use school council and whole school assemblies to educate children about the negative impact and consequence of these.

## **Bullying**

KCSiE states that: All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of a staff induction. This includes 'measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying'.

Incidents of bullying will be considered as 'Child-on-child Abuse'. Please refer to Child-on-child Abuse Policy for further details.

## **Benefits of Outstanding behaviour**

In order to support the positive ethos at Stanstead Flying High Academy, we explicitly role model and promote outstanding behaviour to foster positive attitudes to life.

As well as developing self-confidence, our children learn the value of friendship and social interaction in a safe and happy environment where they can grow and achieve. We encourage children to play an active role in their education. Essential to this is a stimulating environment where children feel confident to contribute, without fear of failure or ridicule.

Children's sense of identity will flourish in our care and they will develop and understand the need for a high degree of self-motivation and self-regulation. As teachers, we aim to meet the needs of all pupils; outstanding behaviour helps to facilitate this.

We believe this allows for a positive learning climate in which all children are free to maximise their potential. We expect supportive contributions from parents and carers as we know that working in close collaboration has a significant impact on children's behaviour and learning.

Our aim is that parents and carers feel confident that their children are growing personally, socially and academically. They can be assured that their children will receive support when they need it and, above all, they can feel welcome in the school to discuss their children's behaviour and progress in a positive atmosphere.

## **How we Encourage Outstanding Behaviour**

At Stanstead, we want our children to feel that they have an active role in the running of the school. This in itself promotes excellent behaviour and we aim to achieve this through:

- A high profile and active school council.
- Play Sports Leaders
- Promoting the culture of 'self-regulation' and teaching children about choices and responsibility.

As adults we:

- Recognise and reward positive behaviour as it occurs.
- Explain and role model the behaviour we wish to see.
- Encourage children to be responsible for their own behaviour and seek out help and support from others when needed.

- Create strong links with parents and carers to ensure they are informed about their children's excellent behaviour and achievements.
- Work in partnership with parents when behaviour needs to be improved.

### **Rewards**

At Stanstead, our children are rewarded for good behaviour, attitude, manners, hard work and achievement. The following rewards have been agreed as a staff and are consistently in place throughout school.

<b>REWARDS</b>	
Stamps/Stickers	Individual rewards for excellent behaviour, attitude, hard work and achievement.
Dojo Points	Given by all staff for displaying any behaviour linked to our rules anywhere in school. Children can receive an unlimited amount of class Dojos but staff must ensure that they are awarded fairly.
Star of the Day	Each class teacher will select one pupil each day who they feel they would like to highlight for their positive achievements or positive behaviour. This will be the pupil with the most Dojo points from the previous day. This pupil will be given recognition of this with a Star of the Day trophy.
Whole class reward	Each class will have a target to work together to achieve as a class. This is whole class recognition for teamwork and once the target is achieved, the children will receive the agreed treat.
<b>Lunchtime</b>	
Stickers	Individual rewards for excellent lunch time behaviour.
Fine Diner	Each week children who have displayed outstanding behaviour at dinner time will be chosen to sit on the Fine Diner Table as a reward.
<b>Assemblies</b>	
Celebration Certificates	Individual certificates are given out linked to the school values. <ul style="list-style-type: none"> <li>• The class teacher decides on two children to receive a values award during the Celebration Assembly. This could be for academic or behavioural reasons but, if so, should be linked to the Stanstead Star Rules</li> <li>• The child is presented with a certificate in assembly.</li> </ul>
Attendance Reward	The class with the highest attendance wins the attendance trophy for the week. Children who have attended 100% will be put in a raffle for a voucher.

## Consequences

Staff have agreed a consistent response to unacceptable behaviour which is applied throughout the school.

The school employs a stepped process to consequences. Consequences should:

1. Make it clear that unacceptable behaviour affects others
2. Not apply to a whole group for the activities of an individual
3. Be consistently applied by all staff to help ensure that children and staff feel supported and secure

Consequences should be proportionate to the incident. It should always be made clear that it is the behaviour that is unacceptable, and any sanction should address this and not be made personal to the child.

Step	Approach	Outcome
1	Reminder	If a child is not demonstrating the values and choosing to make the wrong behaviour choices they will be given a quiet reminder and asked to think about their behaviour choices. It will made clear what behaviour the reminder is for and of what is expected.
2	Reflection time in own class	Reflection time can be taken in the class quiet area/ or at the table just outside the classroom (visible) to give them space and time to regulate their behaviour so they can return and be 'ready to learn'. Strategies such as the 'Take 5 Breathing' or use of a sand timer to watch their negative feelings disappear may be used. After reflection time a child comes back to the classroom and we reinforce the message that they are now 'ready to learn' and we ensure that they know what it is they are expected to do and are welcomed back positively. Restorative questioning is used where necessary – what is going on? What is needed?
3	Time out in partner class / Teacher Talk	If this does not rectify the behavioural concerns, then a child will need to spend time in an alternative class. On return they will need to engage in 'Teacher Talk'. This is where it is necessary for the teacher/teaching assistant to spend time with the child discussing their behaviour choices (usually at the next break/lunchtime), what consequences may be appropriate for the behaviour that has been displayed and how they can be supported so that this behaviour does not reoccur. This may mean talking and apologising to a child they have upset, drawing/writing a letter of apology, missing a break etc. During teacher talk a restorative script may be used if it is appropriate to the discussion, but this will not always be the case.
4	Reflection time in during break or dinner	Time in during playtime in the classroom or with an adult. Follow up with a conversation to ensure the child understands the reason for the reflection time and that they have thought about their chosen behaviour.
5	Headteacher or SLT to become involved if the situation continues to escalate	Phone call to parent from the class teacher If there are repeated similar incidents, a behaviour plan may need to be created in conjunction with family, SENDCO and class teacher The incident will be recorded on CPOMS.
6	If behaviour continues to escalate after the above	Meeting with family, class teacher and a member of SLT Potential internal suspension Develop pupil profile/ discussion with SENDCO regarding external agency referral
7	Relevant external agency support	Class teacher: follow recommendations from professionals involved and update support plan accordingly
8	Fixed term suspension	Between 1 – 5 days
9	Permanent exclusion	Determined by the Governing Body

## Use of consequences

At Stanstead Flying High Academy, we foster and develop a positive approach to behaviour. When children are not showing the behaviour expected we prefer to invest time in getting to the 'root cause' of this behaviour – this includes spending time talking to the child and if appropriate parents and carers.

We will also employ strategies to help the children modify their behaviour and also educate them about making the right choices and self-regulating. This will include bespoke strategies to support them, working closely with parents and carers and referral to outside agencies if appropriate.

This is not to be viewed as a 'soft approach' to dealing with poor behaviour but is about using a positive approach to help the child to modify and regulate their own behaviour. Through 'Teacher Talk' discussions with the child on trying to reach a resolution to the issue, the child may select a sanction in order to demonstrate their learning from the incident.

#### Responding to misbehaviour from pupils with SEND

At Stanstead, we recognise that children's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour the behaviour policy.

### **Behaviour Incidents - EXCEPTIONS**

	<b>Approach</b>	<b>Outcome</b>
<b>1</b>	Answering back	Straight to step 3
<b>2</b>	Refusing to do something	Straight to step 3
<b>3</b>	Refusing to do something – repeatedly	Straight to step 4
<b>4</b>	Unkindness to others	Straight to step 4
<b>5</b>	Inappropriate language	Straight to step 5
<b>6</b>	Inappropriate physical contact	Straight to step 5

The Senior Leadership Team must be kept informed of any children whose behaviour may be causing a concern. If we are seeing a pattern of low level disruptive behaviour and it seems that they are unable to regulate themselves using the 'reminders' then the class teacher will use additional strategies to support the child.

This could include

- Review of first quality teaching – is the child being challenged enough/too much
- Seating position in class – who are they next too, can they see the board/teacher properly etc.
- Additional monitoring with lots of praise/rewards and 'catching them making the right choices'
- Initial informal meetings with parents to share concerns
- Writing a specific behaviour plan, outlining the issues and setting a target to address this e.g. Issue – persistent shouting and calling out. Target – I will put my hand up to speak. Constant reminders and praise should be used to encourage the child to change and self-regulate their behaviour. All behaviour plans need to be shared with parents in a meeting about concerns
- Specific rewards for the child
- Home/school communication book

A member of the Senior Leadership Team may be called immediately for:

- Verbal abuse, deliberate and/or one-sided
- Fighting: when unprovoked or violent
- Racism / homophobia
- Bullying

It is the responsibility of the class teacher to manage behaviour during learning time. It is just as important to reflect on class practice and the part it may play in children's behaviour choices. For example, we may look if the work provided enough challenge or was accessible to the child.

#### **Restorative Approaches**

All staff receive training on how to administer Restorative Approaches.

We are aware that some pupils may need some extra support at a given time to follow our Stanstead rules. When providing this support, we must always remember we want restitution not retribution and reconciliation not revenge. We will create a supportive culture where all those affected by an incident are involved in finding a mutually acceptable way forward.

## **Restorative Scripts**

Restorative Approaches allow opportunities for pupils to reflect on, take responsibility for and learn from their own behaviours. During reflection pupils will be encouraged to think about:

- How has your behaviour affected others?
- What could you have done differently?
- How can you make amends/move forward?

Staff will help children to understand the impact of their behaviour on others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, space station time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members, school property etc.

## **Individual Behaviour Plans**

Where a child is struggling to manage their behaviours it may be necessary to implement an individual behaviour plan. This plan will seek to address trigger points, difficulties and behaviour issues through a specific set of actions and adjustments which will enable the child to continue with their learning and bring about change to their behaviour. The plan will be written with the child and parents will be informed of the actions. Behaviour plans will be time limited and a review will be held at the end of the plan to assess progress.

## **Beyond challenging**

At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the teacher or TA will request the support of the Head Teacher straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Beyond challenging behaviour will be logged on the behaviour monitoring system, by a member of the Senior Leadership Team.

## **Minimising the Need for Restrictive Intervention, including the use of Reasonable Force**

Stanstead Flying High Academy is committed to creating a safe, supportive and nurturing environment where restrictive interventions are used only as a last resort, never as a disciplinary measure, and always in accordance with the law. Restrictive interventions include any physical or non-physical action that restricts a child's movement, liberty, or freedom of action.

All interventions must be necessary, reasonable, proportionate, and the least restrictive option available. Staff will always prioritise de-escalation, prevention and positive behaviour support to minimise the use of restrictive practices.

### **Definitions (Aligned with DfE Statutory Guidance, April 2026)**

**Restrictive Interventions:** Any physical or non-physical action that prevents, restricts, or subdues the movement of a pupil (whole body or part of the body).

This includes:

**Reasonable Force** – Using no more force than is necessary to prevent harm, damage, or disorder. It is used only when essential to maintain safety.

**Physical Restraint** – Holding or restricting a pupil's movement, such as holding arms, guiding firmly, or stopping unsafe actions.

**Non-Force Restrictive Intervention** – Actions that restrict freedom of movement without physical force, including blocking movement, directing movement, preventing exit, or removing mobility aids (e.g., crutches).

**Guided Physical Intervention** – Low-level, non-forceful contact to guide a pupil to safety.

**Seclusion** – Confining a pupil alone in a room or space and preventing them from leaving. Seclusion is a restrictive intervention and must never be used as punishment; it may only be used in emergency situations to maintain immediate safety. Any seclusion must be time-limited, continuously supervised, and used only to manage an immediate safety risk; it must be recorded and reported.

### **Minimising the Need for Restrictive Intervention**

Stanstead Flying High employs proactive approaches including de-escalation strategies, relational support, curriculum adaptation, behaviour plans and environmental adjustments to prevent situations escalating to crisis.

For children with SEND, medical, or mental health needs, the school uses individual behaviour support plans, created collaboratively with parents/carers, to reduce the likelihood of restrictive interventions being needed.

### **Authorisation of Staff**

Under Section 93 of the Education and Inspections Act 2006, the Headteacher authorises staff to use reasonable force when legally permitted.

All members of school staff have a legal power to use reasonable force where this is **necessary, proportionate and the least restrictive option** to prevent injury, crime, serious damage to property, or significant disruption. The Headteacher may also **authorise other adults** (e.g., volunteers on school visits) to use this power in line with law and guidance.

### **Deciding Whether to Use Restrictive Intervention**

When considering use of restrictive intervention, staff must apply the following principles:

- Is there an immediate risk of harm to the pupil or others?
- Is the intervention necessary and proportionate?
- Is this the least restrictive option available?
- Have de-escalation attempts been made where possible?
- Are SEND, medical needs, trauma, or communication differences relevant to the behaviour?

### **Using Reasonable Force and Other Restrictive Interventions**

If restrictive intervention is necessary, staff must:

- Use the minimum force or restriction required for the shortest possible time.
- Avoid actions likely to cause injury unless there is no alternative to prevent serious harm.
- Seek support from another adult whenever possible.
- Continue to communicate with the child throughout the incident.

### **Recording and Reporting**

The school will record and report in line with:

- The Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025 (in force 1 April 2026) for any seclusion or restraint.
- DfE statutory guidance (April 2026) under s93A Education and Inspections Act 2006 for each significant incident involving the use of force.

Parents/carers will be informed as soon as practicable:

- All seclusion incidents.
- All restraint incidents (physical or non-physical).
- All significant incidents involving use of force.

This includes:

- Blocking or restricting movement.
- Directing or steering a child where freedom of movement is restricted.
- Removing mobility aids.
- Any restraint technique.
- Any incident that results in notable distress to the child.

Records must include the rationale, actions taken, level of risk, pupil voice and post-incident actions. Patterns will be analysed by senior leaders and governors to ensure safe practice (see Appendix 6).

### **Post-Incident Support**

Stanstead Flying High Academy will ensure that pupils and staff involved in a restrictive intervention receive timely emotional, physical and relational support. Children will be given an opportunity to express their views.

### **Training**

Staff identified as likely to need to use reasonable force will receive appropriate training covering the law, prevention and de-escalation, with regular refreshers.

### **Oversight and Governance**

The governing body will review data on restrictive interventions to ensure compliance, identify patterns and reduce their use.

### **Suspensions and Exclusions**

At Stanstead, we use suspensions and exclusions as a last resort. If it is deemed an appropriate action to support a child in school then an individual child will be placed in a different class to continue with their learning for a set period of time. This can help to de-escalate situations and allow for other support mechanisms to be put in place. Should it ever be necessary, the school will use a suspension for an individual child – this is usually between 1-5 days in length.

When the child returns to school a re-integration meeting will take place with a member of the SLT, parent and child where a set of agreed actions will be decided to improve the behaviour of the child and an individual behaviour plan will be put in place if appropriate.

In very extreme cases where a number of temporary suspensions have been used but were unsuccessful in bringing about positive change in the child's behaviour, then the school may take the decision to exclude a child. This would only ever be a final resort where all other options and support strategies had been exhausted.

### **Damage to property**

Where it can be proved that a child or group of children have caused damage to school property or resources, a charge may be made to parents in order to replace/mend the damage that has been caused. This is in line with our charging policy: [download.asp](#)

### **Behaviour causing concern**

In the event of a child's behaviour raising safeguarding concerns the matter will be referred immediately to the Senior Designated Person in school (Head Teacher) and the procedures outlined in the Child Protection Policy will be followed.

### **Outside agencies**

School will work closely with the child and parents and carers to improve the situation and issues in school that are causing concern. If it is appropriate to do so the school will involve outside agencies who have professional training – this is used as a positive support strategy for all involved. Such agencies will often offer support to parents and carers who have out of school concerns over a child's behaviour.

### **Key People In school**

All staff take behaviour management very seriously and will go above and beyond to try to bring about positive change in a child's behaviour. We expect our parents to discuss issues with the class teachers in the first instance. In the event of a parent wishing to discuss issues with a more senior member of staff they should request an appointment with the Deputy Head or Head Teacher. The school also has a member of staff who is an ELSA. ELSAs are emotional literacy support assistants. They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. The school also employs a Casey Counsellor who can provide support to individual children.

### **Staff training**

All staff receive training linked to behaviour including emotional coaching and de-escalation.

**The following appendices are a part of this policy**

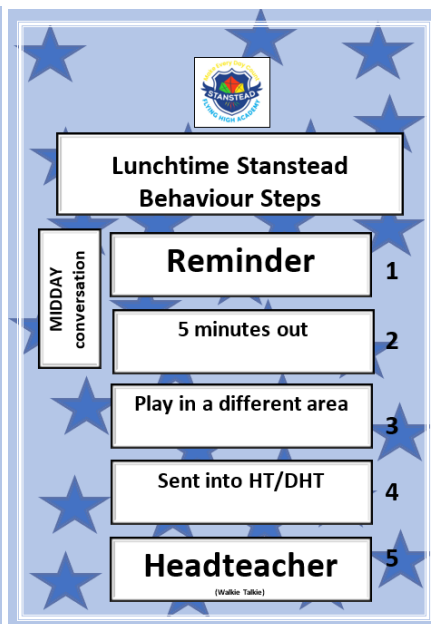
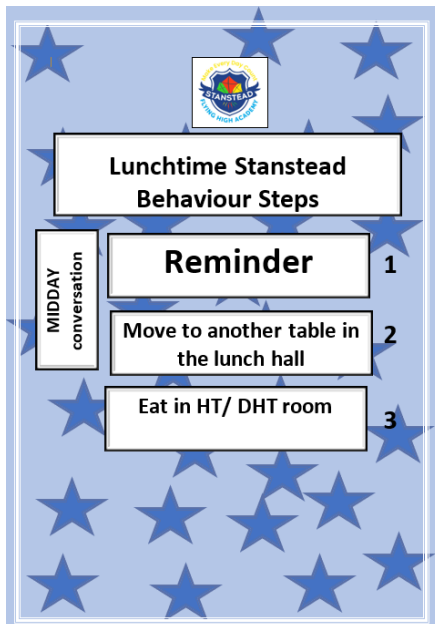
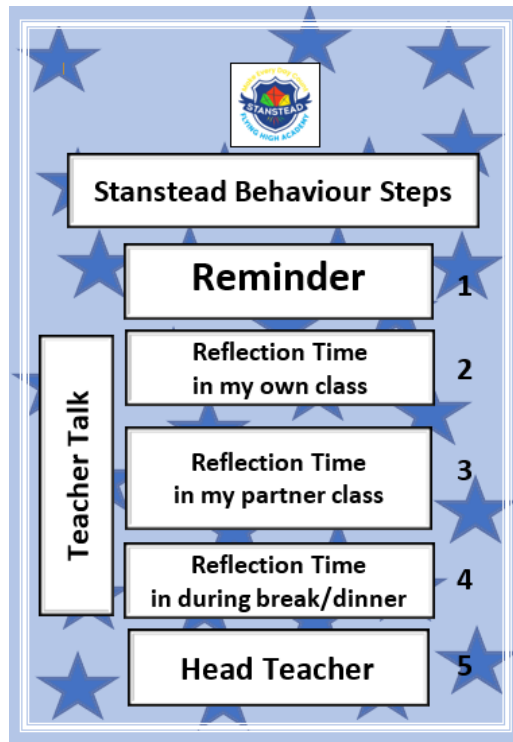
### **Appendices**

<b>Appendix 1</b>	<b>Language scripts</b>
<b>Appendix 2</b>	<b>Stanstead Behaviour Steps</b>
<b>Appendix 3</b>	<b>Restrictive Intervention Recording Log</b>
<b>Appendix 4</b>	<b>Emotion coaching</b>

## Appendix 1 – Language Scripts

Gentle Approach, use child’s name, child level, eye contact, deliver message		
1	1 <sup>st</sup> Reminder	<p>I noticed you chose to... (noticed behaviour)            This is a REMINDER that we need to.., (link to school values)            You now have a chance to make a better choice            Thank you for listening            Example – “I have noticed you are talking while I am, please make sure you are looking and listening and your voice is away.” Thank you for following that instruction.</p>
2	Reflection time in own class	<p>I noticed you chose to... (noticed behaviour)            You need to spend time reflecting on your behaviour.            Example – “I have noticed you chose to distract others and they are not able to work. This is not showing <b>responsibility</b>.”</p>
3	<p>Time out in partner class</p> <p>Teacher Talk</p>	<p>I noticed you chose to... (noticed behaviour)            You need to spend some time in class... (partner class).            Example – “I have noticed that you have <b>continued</b> to distract others, that is not showing <b>responsibility</b>,”</p> <p>Follow this up with a teacher talk conversation, for example:            What happened? (neutral, dispassionate language)            What were you feeling at the time?            What have you felt since?            How did this make people feel?            Who has been affected?            What should we do to put things right?            How can we do things differently?</p>
4	<p>Time in during playtime in the classroom or with an adult</p> <p>Teacher Talk</p>	<p>I noticed you chose to .... (noticed behaviour)            You need to spend time reflecting on your behaviour at break/ lunch time,            Example – “I have noticed you chose to use unkind words towards somebody else, that is not showing <b>kindness</b>”.</p> <p>Use this time to have a teacher talk conversation (see above).</p>

**Appendix 2: Stanstead Behaviour Steps**





## Restrictive Intervention Recording Log

<b>Name of Child:</b>		<b>Year Group</b>		<b>Pupil Groups</b>	
<b>Date:</b>		<b>Time:</b>		<b>Duration:</b>	
<b>Location:</b>					
<b>Rationale for RPI</b>	<b>Risk to self</b>		<b>Risk to others</b>		<b>Risk to property</b>
					<b>Other</b>

<b>Further Rationale for Intervention</b>					
<b>Incident Report</b>  Incident description  <i>De-escalation strategies attempted</i>  <i>Impact on child (distress, emotional, physical)</i>				Physical restraint	
				Non force restraint (blocking, directing, movement, preventing exit)	
				Removal of mobility aids	
				Guided physical intervention	
				Significant use of force	
				Seclusion	
<b>Post Incident Support</b>					

<b>Positively handled by:</b>	
<b>Witnessed by:</b>	
<b>Checked by:</b>	
<b>Parent informed:</b> <i>When and by whom</i>	

<b>Staff member completing form</b>		<b>Senior Leader Reviewer</b>
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<b>Further Action (if necessary)</b>	
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## Appendix 4: Emotional Coaching Scripts

### 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."