



# **Sandwell Transition Education and Partnership Service**

## **Behaviour Regulation and Relationship Policy**

**Academic Year 2023-2024**

**Policy Review**

This policy will be reviewed in full by the STEPS Management Committee annually.

The policy was agreed by the STEPS Management Committee on 13<sup>th</sup> December 2022

It is due for review on December 2023

Signature ..... BBO .....

Date ..... 10:10:23 .....

Name: ..... Balwant Bains .....

(Head Teacher)

Signature ..... SO'Boyle .....

Date ..... 10:10:23 .....

Name: ..... SO'BOYLE .....

(Chair of Governors)

# Sandwell Transition Education Partnership Service (STEPS)



## Behaviour Regulation and Relationship Policy

### Our aims are to:

- Support Sandwell's admissions process and Safeguard all International New Arrivals
- Provide International pupils (Sandwell residence) with a safe, welcoming environment where they are valued and encouraged to participate.
- Use formative assessment to identify the learning strengths and needs of each pupil against the DfE proficiency in English Scale; and so minimise potential lost learning time in school.
- Ensure that pupils and their families see their languages, culture and identity reflected in the classrooms, the Centre and as part of an inclusive curriculum designed around British culture and values.
- Use data to support and inform the transition process of each pupil into school/college.
- Provide a cohesive, multi-agency approach to supporting families and pupils throughout their time at the Centre and during the transition process into school/college.
- Build capacity in Sandwell School to support EAL learners.

### Rational

When we think a child is behaving badly it predisposes the adult to think of punishment and some sort of penalty, however when we see behaviour as a form of communication it ensures that children are supported in a calm, non-judgmental way so that they can learn to understand the consequences of their actions.

This Behaviour Regulation and Relationships Policy is grounded in the belief that behaviour is a form of communication and that everyone can develop the ability to self-manage/self-regulate their emotions and behaviour. At STEPS every interaction is an intervention, so we are curious about behaviour asking, "What happened to you?" rather than "What is wrong with you?" and we aim to look beyond the behaviour. We understand that part of our role, in partnership with home, is to help children to understand what is right and wrong and to make the right choices.

The link between emotion, relationships, thinking and behaviour is well understood – our relationships, thoughts and emotional state influence our behaviour (see Appendix 1). At STEPS we pride ourselves on the strong, positive relationships that we form with the children, our families and each other. We believe that these relationships are critical to maintaining the caring and supportive ethos embedded in our centre. We strive to create an environment that is conducive to learning where both children and adults are emotionally literate. The adults are able to provide emotional support as a protective factor in children's lives.

The aim of this Policy is to bring us all together to adhere to some basic key principles and practices that reflect our centre's ethos of being attachment aware. We acknowledge that members of our community may have very different parenting experiences and views on behaviour.

### **Our approach**

#### **Emotion Coaching**

Emotion coaching is embedded into the ethos of the STEPS centre. All staff are regularly trained in the use of Emotion Coaching which is a technique that helps children understand their feelings. It allows the children to learn how their emotions work and how to adapt these feelings in healthy ways.

"Every child deserves a champion – an adult who will never give up on them"  
Rita Pierson

"Emotion coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience."

Emotion Coached children and young people:

- Achieve more academically in school
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient"

(Gottman 1997)

Emotion Coaching is used to support children to understand, regulate and reflect on their, behaviour. We advocate that our parents use this method too and regularly hold training for parents to learn this approach and share their own experiences (see also Appendix 2).

### **OUR VALUES**

STEPS believe in working together for excellence for all. Our Centre motto is:-

**Dream                      –                      Grow                      -                      Thrive**

To achieve this we all – centre staff, children, 'management committee' and parents/careers and community – need to be working together towards the same goals. Our children have a right to be safe have access to an education and learn. Centre staff have a right to teach and support children and families in a safe working environment built on mutual respect and tolerance.

**We believe it is vitally important to reward positive behaviour encouraging all our children to behave well. Where a child does not respond to positive rewards then they should expect that sanctions will be imposed.**

#### **Principles**

It is the aim and philosophy of the policy to:-

- Encourage everyone to learn, co-operate and play in an atmosphere of mutual respect and courtesy

- Have a high level of personal self-esteem and well being
- Show respect for other people's property and the environment
- Have respect for other races, cultures, religions, abilities, beliefs and gender
- Be aware of their responsibilities as members of a class and the centre community
- Be able to understand and accept the consequences of their actions
- To reinforce positive behavior and to give and accept responsibility
- To encourage children to take a pride in themselves and the centre
- To prepare children for a life in modern Britain

### General Centre Rules

- We will be kind and considerate to everyone.
- We will walk and move around Centre sensibly.
- We will listen and respond to adults and our peers at all times.
- We will respect others property and the environment in and around Centre.
- We will observe personal space and keep hands, feet and objects to ourselves.

By following these principles and rules we believe the children will develop skills that promote good citizenship both within the Centre and the wider community.

### Purpose of the policy

- To ensure that we have a common, agreed policy on behaviour that is followed consistently by all STEPS staff.
- To promote high expectations of children.
- To encourage a positive climate in which children feel safe and can experience success.
- To ensure that adults and children know what their rights and responsibilities are within the behaviour policy.
- To ensure that good behaviour is encouraged and rewarded.
- To encourage all children to make good choices.
- To ensure that parents work in partnership with STEPS

### Rights and Responsibilities

#### Staff

<b>Rights</b>	<b>Responsibilities</b>
To be supported by peers and Leadership	To ask for support through team/line manager when needed To offer support to colleagues
To be listened to	To listen to others
To share opinions/ explanations	To give opinions/ explanations in a constructive manner
To be treated courteously by all others in the STEPS community	To model courteous behaviour To recognise and acknowledge positive behaviour in others

To be made fully aware of STEPS system/ policies/ expectations	To seek information and use lines of communication To follow the agreed behaviour policy
To receive appropriate training to increase skills in behaviour management  To feel safe and respected	To support others in developing their skills in promoting positive behaviour and good attendance To acknowledge areas of own behaviour management skills which could be developed To try new approaches To show respect towards others and provide a safe environment for all To take praise and use it to grow and to give praise to colleagues
To be forgiven	To offer verbal forgiveness and also accept an apology when it is offered

### Children

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps self and others safe
To make own choices	To have ownership of own choices and accept the consequences of that decision To allow others to make choices
To be listened to	To give opinions in a constructive manner To listen to others
To be forgiven	To offer verbal forgiveness and also accept an apology when it is offered To apologise to others when a poor choice has resulted in negative behaviour

### Parents/Carers

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress and well being	To make sure that their child attends the STEPS Centre regularly To talk to their children about what he/she does in the Centre To talk to staff if they have any concerns about their child's well-being
To be listened to	To listen to others

To have access to information on the Centre's approach to behaviour and attendance	To support the Centre's approach to behaviour and attendance
To have concerns taken seriously	To share concerns constructively
To know that their child has been forgiven (if required)	To accept forgiveness and recognise that each child starts with a fresh slate daily To allow STEPS staff to deal with any issues and not take matters into own hands

### **Steps Charter of right**

#### **Children at STEPS have the right to :**

- To be treated with respect
- To be treated kindly
- To be listened to
- To be helped
- To have a friend(s)
- To join in class games and other games by agreement
- To be happy
- To feel wanted
- To be safe
- To be special
- To lead a healthy lifestyle
- To have an opinion

To be treated equally

**Staff at STEPS have the right to :**

To be treated with respect by everyone

To be treated kindly

To be listened to

To be happy

To feel wanted

To be safe

To be special

To be treated equally

To be valued for who and what they are

### Setting the Rules

Every Teacher will make expectations clear to all child's during their first day. Giving clear instructions about what is expected behaviour in the classroom and playground at the STEPS Centre. Teachers will use a visual PowerPoint and card sort activity to achieve this. (there are 3 differentiated versions of this). Rewards will be used to show acknowledge of good behaviour and effort. Sanctions will be used to show unaccepted bad behaviour and poor effort.

Visual behaviour chart in every classroom using a scaling system.

Ks1 Behaviour chart shown as a weather system

Ks2 Behaviour chart shown as a rocket system

Ks3 and ks4 Behaviour chart shown as a traffic light system

All children begin in the middle of the chart and can move upwards for good behaviour and effort and downwards for unacceptable behaviour and poor effort.

If a child has been moved downwards they MUST achieve 3 good credits (these are mini certificates) to show improvement. These can be achieved by good listening, improved effort, good role modelling, being helpful etc.

Once consistently at the top of the behaviour chart, good behaviour and good effort certificate to be given out to children.

### **General Centre Rules**

- We will be kind and considerate to everyone.
- We will walk and move around Centre quietly.



- We will listen and respond to adults at all times.
- We will take care of property and the environment in and around Centre.
- We will keep hands, feet and objects to ourselves.

## **Rewards**

**Class Awards:** Teachers use their own class rewards to encourage and praise children in line with our philosophy regarding a positive approach to learning. These may include stickers, certificates or writing positive comments on classwork and putting the name of the Child of the lesson on their board.

### **Assemblies -Teacher's Certificate & Excellence Certificate**

These are awarded to children who have made a particular effort in the week with regard to good work, effort, citizenship, behaviour or attitude or to children who have produced an excellent piece of work or shown exemplary citizenship, behaviour or attitude during the week.

### **Praise Time Award with Centre Manager or Head Teacher.**

This will take place to celebrate classwork, effort, citizenship, behaviour or continuous positive attitude. Parents will be invited to meet the Centre Manager or Head Teacher and discuss the child's classwork, whilst they have refreshments.

**Praise postcard** to be given to parents/carers signed by Centre Manager/Head Teacher.

### **Text messages home**

**Children visit other classes and Head teacher to show their good work.**

### **Guidance for STEPS Centre Staff - Strategies for Positive Children's Performance**

- Separating behaviour from the person.
- Allowing the consequence to do the teaching.
- Use private rather than public reprimands.
- Take children aside to focus on what they should be doing.
- Avoid bearing grudges.
- De-escalate tension, use humour.
- Re-establish the relationship as soon as possible after correction.
- Avoid sarcasm or idle threats.
- Target specific behaviour.
- Re-focus the children.
- Adopt a no-blame approach.
- Use praise!
- Describe the behaviours you want.
- Model fairness, consistency and problem solving and staying calm.
- Make your classroom a 'no put-down' zone.
- Start positively and stay there.
- Teach, and use, 'I' messages.
- Separate the person from the behaviour.
- Set a time or positive deadline.
- Be specific with your language.
- Give single instructions.
- Teach and use active listening skills.
- Practise behaviours and be consistent..
- Use names when addressing children.



- Tactical ignoring and use of silence.
- Give choices.
- Be aware of your own behaviour
  - Body language
  - Tone of voice (respectful)
  - Posture
  - Eye contact

**Useful Phrases:**

- xxxx.... I can see that something is wrong/has happened and you are feeling angry/unhappy. I am here to help/talk/listen.
- Do you want to tell me about it/talk to someone/ or go to X [offer a specific place] to calm down first? Tell me what happened.
- What do you think need to happen/you could do next?
- Do you know a good way to sort this out/make this better?

**SANCTIONS**

There will be times where children do not follow the Centre rules. Teachers have the right to teach and children have the right to learn. Children who break our centre rules stop teachers from teaching and stop themselves and others from learning. Children will be given the chance to put this right immediately. For serious offences there will be sanctions.

<p>The following are <u>examples</u> of unacceptable behaviour <u>only</u>. These examples are to be used as a <u>guide</u> to dealing with unacceptable behaviour.</p>	<p><b>Sanctions/Action</b></p>
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<p><b>Stage 1</b> - inappropriate behaviour which stops other children learning or the teacher teaching including the following examples</p> <ul style="list-style-type: none"> <li>• calling out</li> <li>• giving a defiant/insolent look</li> <li>• inappropriate chatter</li> <li>• fidgeting</li> <li>• lack of attention</li> <li>• Running, wandering about</li> <li>• Swinging on chairs, rolling on the floor</li> <li>• Name calling</li> <li>• Flicking objects, tapping pencils, ignoring minor instructions</li> <li>• Silly noises</li> <li>• Accidental damage</li> <li>• interrupting teacher when talking to whole class</li> <li>• interrupting other child's</li> <li>• ignoring minor instructions</li> </ul>	<p>A child will be given a verbal warning to correct deviation from the centre's Rules and to put things right. Their name may be written on the board as a reminder.</p> <ul style="list-style-type: none"> <li>• Explanation of behaviour expected</li> <li>• Eye contact</li> <li>• Frowns</li> <li>• Proximity</li> <li>• Verbal reminders</li> <li>• Verbal warnings</li> <li>• Change of seating, working area</li> <li>• Apologise</li> <li>• Repeat behaviour (correctly)</li> <li>• Child involved in evaluating and improving behaviour</li> <li>• Ensure that good behaviour is praised Yellow card.</li> </ul> <p>Repeated problems involve/may involve informal contact with parents by teacher</p>
<p><b>Stage 2</b> – More persistent behaviour which stops other children learning or the teacher teaching (or continuation of level 1 behaviour) including the following examples</p> <ul style="list-style-type: none"> <li>• continuing to argue and waste time</li> <li>• interrupting</li> <li>• rudeness</li> <li>• ignoring a rule, request or instruction</li> <li>• persistent chatting during a teaching/working session or assembly</li> <li>• deliberate disruption/disturbance</li> <li>• spoiling property</li> <li>• Spitting, biting, pinching, kicking</li> <li>• Damage through carelessness</li> <li>• Cheek, off-hand comments</li> <li>• Swearing (occasional and depending on context)</li> <li>• Deliberately annoying other children</li> <li>• Arguing and not responding to teacher's instructions / requests to work.</li> </ul>	<p>If a child continues to break one of the rules or a child is involved in more persistent behaviour then they will be asked to sit and have time out. This may be in class or in a shared learning area away from the other children. They will be spoken to by an adult about their behaviour and how to put it right. A record of this is kept on our Centre system.</p> <p>Separation from rest of class / group</p> <ul style="list-style-type: none"> <li>• Isolation within classroom</li> <li>• Complete unfinished work at playtime</li> <li>• Stern telling off</li> <li>• Informal contact with parents by class teacher</li> <li>• Omission of treats</li> <li>• Loss of class privileges</li> <li>• Removal of choice of activities</li> <li>• Constant adult supervision</li> <li>• Involvement of Deputy Head teacher.</li> <li>• Ensure that good behaviour is praised</li> <li>• Award of Yellow cards and red cards.</li> <li>• Completing unfinished work at playtime.</li> <li>• Time out of class as appropriate.</li> <li>• Reported to the Centre Manager.</li> </ul>
<p><b>Stage 3</b> – Acts which show disregard for others in terms of respect or safety (or continuation of level 2 behaviour) including the following examples As above plus:</p> <ul style="list-style-type: none"> <li>• making a personal insult</li> <li>• blatant disobedience</li> <li>• swearing</li> <li>• spitting</li> <li>• dishonesty</li> </ul>	<p>If, after rejoining their classmates, there is still no improvement or a child acts in a way which shows disregard for others in terms of respect or safety then they will be sent to the Centre Manager or Head Teacher for the rest of that session. They will complete the work they were sent with which they should have been doing in their own class. Parents will be informed and an additional 15 minutes added to the day for the child.</p>

<ul style="list-style-type: none"> <li>• insulting gestures</li> <li>• Deliberately harming someone</li> <li>• Deliberately damaging Centre's or other persons property</li> <li>• Leaving class, the Centre building or Centre grounds without permission</li> <li>• Continued or more serious cheek / challenge to authority</li> <li>• Harmful or offensive name calling including racist and sexist remarks</li> <li>• Bullying ("Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else" <i>'Bullying: A Positive Response' by Delwyn Tattum and Graham Herbert</i>)</li> <li>• Frequent swearing</li> </ul>	<p>As above, and/or:</p> <ul style="list-style-type: none"> <li>• Formal contact with parents by class teacher</li> <li>• Suspension or permanent exclusion from class (supervised)</li> <li>• Seclusion from peers (supervised)</li> <li>• Written formal warning of possible suspension or permanent exclusion</li> <li>• Develop Positive Behaviour Plan for the child, copies to be sent home</li> <li>• Daily / weekly encouragement report form to be stamped by teachers</li> <li>• Possible report card from Centre Manager.</li> <li>• Possible Involvement of the Centre Manger or Head teacher.</li> </ul>
<p><b>Stage 4</b> – Activities which cause harm or could cause harm to others. Seriously inappropriate behaviour (or a continuation of behaviour at level 3) including the following</p> <ul style="list-style-type: none"> <li>• racist/abusive/threatening remarks</li> <li>• causing a deliberate injury</li> <li>• an act of violence/ threatening</li> <li>• fighting</li> <li>• irreparable damage to property</li> <li>• stealing</li> </ul>	<p>As above, and/or:</p> <p>Immediate involvement of Head Teacher/Centre Manager for a gross breach of Centre rules. A Telephone call and/or meeting with parents at end of day. The follow – up letter will outline the actions from the meeting; this may included a behaviour contract between Centre, child and parents.</p> <p>Also there may be a need for a fixed term 'suspension or permanent exclusion' for the rest of the Centre day or up to 3 Centre days (until the parents are seen).</p> <p>Children will be expected to write a letter of apology to their teacher and/or the child impacted.</p>
<p><b>Stage 5 - Extremely serious</b></p> <ul style="list-style-type: none"> <li>• Extreme danger of violence</li> <li>• Very serious challenge to authority</li> <li>• Verbal / Physical abuse to any staff</li> <li>• Unremitting bullying</li> <li>• Running out of Centre.</li> <li>• Persistent racist, sexist or homophobic behavior</li> </ul>	<p>Stage 5 is considered to be very serious.</p> <p>This will lead to an Immediate 'suspension or permanent exclusion' from the centre of up to 5 days while we work on a plan to help support the child.</p> <p>Once a child receives stage 5 a second time parents will be asked to attend a further meeting with the Head Teacher to discuss their child's behaviour and the consequences of a further stage 5. A third stage 5 will only be issued by the Headteacher.</p> <p>In extreme circumstances a serious incident may lead to immediate 'expulsion' from the Centre, while we work on a plan to help support the child.</p>

**Playground Rules**

STEPS expect all our children to behave well at all times - both in the building and at playtimes. Children need to understand that playtime behaviour also plays a part in our behaviour policy.

All lunchtime staff will apply the principles of restorative practice when minor incidents occur and will sort these out on the playground. If the behaviour is more serious the child is sent to the senior member of staff inside where the incident is fully investigated until justice is restored.

Staff may operate a 'time out' procedure in the playground. If a child continues to break a rule despite being verbally warned, they have to stand with the teacher for a certain amount of time dependent upon the age of the child and the offence involved (maximum 5 minutes). They are then allowed to join in again with their peers. This sanction is not used to humiliate a child; instead it is used to give them time to calm down and reflect on their actions so as to help prevent them getting into further problems.

Children should only play on the grass if it is dry.

In the case of more serious behaviour a behaviour incident form is completed and the child may then miss the remainder of lunchtime to think about their behaviour and how it needs to change to be trusted outside again. At playtime the child is dealt with by the teacher on duty who deals with the incident unless it is a serious incident when the incident is referred to the centre Manager or Head Teacher.

### **Queries, Questions or Complaints about the Behaviour Policy and its Implementation**

STEPS will also direct you to our Complaints Procedure.

### **The Role of Management Committee**

The Management Committee has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Management Committee supports the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the Centre's behaviour and discipline policy, but Management Committee may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Only the head teacher or the Centre Manager in the head teacher's absence has the power to 'suspend or permanently exclude' a child from the centre.

If the head teacher 'suspends or permanently excludes' a child, s/he informs the parents immediately, giving reasons for the 'suspension or permanent exclusion'. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Management Committee. The centre will inform the parents how to make any such appeal. The head teacher will inform the Management Committee of any 'suspension or permanent suspension'.

The Management Committee itself cannot either 'suspend or permanently exclude' a child or extend the 'suspension or permanent exclusion' period made by the head teacher.

The Management Committee will have an appeals committee, which is made up of between three

members. This committee considers any 'suspension or permanent exclusion' appeals on behalf of the Management Committee.

When an appeals panel meets to consider 'suspension or permanent exclusion', they consider the circumstances in which the child was 'suspended or permanently excluded', consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the Management Committee appeals panel decides that the decision to 'suspend or permanently exclude' was not justified then the Head Teacher must comply with this ruling.

### **Monitoring**

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Management Committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Centre keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour.

We will also keep a record of any incidents that occur at break or lunchtimes. The head teacher keeps a record of any child, who is 'suspended' for a fixed term.

### **Review**

The governing body reviews this policy every year. The Management Committee may, however, review the policy earlier than this, if the government introduces new regulations, or if the Management Committee receives recommendations on how the policy might be improved.



Your ref:  
Tel No: 0121 569 2799  
Date:

Dear Parent/Career

\_\_\_\_\_ was involved in unacceptable behaviour in the classroom/ on the playground/ in the centre and had to \_\_\_\_\_.

If you wish to have further details, please do not hesitate to contact me.

It would be helpful if you could discuss this with your child. It is important that we have your support in managing behaviour as we aim for all children at the centre to be happy and successful.

Yours sincerely,

Positive Behaviour Policy March 2017



Your ref:  
Tel No: 0121 569 2799  
Date:

Dear Parent/Career

\_\_\_\_\_ has been involved in unacceptable behaviour and has, as a result, been removed from the class.

It would be helpful if you could speak to your child about this. Please arrange an appointment to see the class teacher/Centre Manager/Head Teacher in order to discuss the situation and any future plans for managing \_\_\_\_\_ behaviour.

Thank you for your support. It will help your child to be happy and successful at the centre.

Yours sincerely

Positive Behaviour Policy March 2017



# STEPS Positive Behaviour and Relationship Plan



<b>Child's Name</b>		<b>Class teacher</b>	
<b>DOB</b>	<b>PBP No.</b>	<b>IBP date:</b>	

**Strengths**

**Areas of concern**

**Effective strategies to date:**







**Specific issues which may impact on child:**

**External agencies involved:**

**PBP drawn up by:**

## STEPS Positive Behaviour Plan



<b>Behaviour focus</b> My targets 	<b>Prevention</b> What I need to do 	<b>Support</b> Who or what is going to help me and when? 	<b>Response</b> How did I get on? 
Listen to and follow instructions.  Not lose my temper on the playground.	Choose a good place to sit away from....  Come into the classroom when starting to get upset.	My teacher /TA will remind me at the beginning of each lesson.  I will use my 'time out' card when I feel I need to.	
<b>Rewards</b> What will happen if I make the right choice		<b>Sanctions</b> What will happen if I make the wrong choice	

<b>Name:</b>	<b>IBP number:</b>	<b>Date:</b>
<b>PBP agreed by:</b>	<b>Teacher:</b>	<b>Parent:</b>

## STEPS Incident Report Form



Name of Child		Date of incident	
Gender		Ethnicity	
Age:			
Victims Name :			
Gender		Ethnicity	
Age:			

**Details of where the incident took place:**

Type of Incident/Stage of incident: Disobedience / Sexism / Homophobic / Racism ...

**Details of the incident:**

**Action taken:**

Has a career been informed?	Yes	No
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**Next Steps:**

Your Name:

The following are **examples** of unacceptable behaviour **only**. These examples are to be used as a **guide** to dealing with unacceptable behaviour.

**Stage 2** – More persistent behaviour which stops other children learning or the teacher teaching (or continuation of level 1 behaviour) including the following examples

- continuing to argue and waste time
- interrupting
- rudeness
- ignoring a rule, request or instruction
- persistent chatting during a teaching/working session or assembly
- deliberate disruption/disturbance
- spoiling property
- Spitting, biting, pinching, kicking
- Damage through carelessness
- Cheek, off-hand comments
- Swearing (occasional and depending on context)
- Deliberately annoying other children
- Arguing and not responding to teacher's instructions / requests to work.

**Stage 3** – Acts which show disregard for others in terms of respect or safety (or continuation of level 2 behaviour) including the following examples

As above plus:

- making a personal insult
- blatant disobedience
- swearing
- spitting
- dishonesty
- insulting gestures
- Deliberately harming someone
- Deliberately damaging the Centre's or other persons property
- Leaving class, the Centre building or Centre grounds without permission
- Continued or more serious cheek / challenge to authority
- Harmful or offensive name calling including racist and sexist remarks
- Bullying ("Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else" *'Bullying: A Positive Response'* by Delwyn Tattum and Graham Herbert)
- Frequent swearing

**Stage 4** – Activities which cause harm or could cause harm to others. Seriously inappropriate behaviour (or a continuation of behaviour at level 3) including the following

- racist/abusive/threatening remarks
- causing a deliberate injury
- an act of violence/ threatening
- fighting
- irreparable damage to property
- stealing

### **Stage 5 - Extremely serious**

- Extreme danger of violence
- Very serious challenge to authority
- Verbal / Physical abuse to any staff
- Unremitting bullying
- Running out of Centre.
- Persistent racist, sexist or homophobic behavior



## **STEPS Home Centre Agreement**

### **OUR VALUES**

STEPS believe in working together for excellence for all. Our centre motto is:-

**Dream                      –                      Grow                      -                      Thrive**

### **Principles**

It is the aim and philosophy of the policy to:-

- Encourage everyone to learn, co-operate and play in an atmosphere of mutual respect and courtesy
- Have a high level of personal self-esteem and well being
- Show respect for other people's property and the environment
- Have respect for other races, cultures, religions, abilities, beliefs and gender
- Be aware of their responsibilities as members of a class and the centre community
- Be able to understand and accept the consequences of their actions
- To reinforce positive behavior and to give and accept responsibility
- To encourage children to take a pride in themselves and the centre
- To prepare children for a life in modern Britain

### **General Centre Rules**

- We will be kind and considerate to everyone.
- We will walk and move around Centre quietly.
- We will listen and respond to adults at all times.
- We will take care of property and the environment in and around Centre.
- We will keep hands, feet and objects to ourselves.

### **Home Centre Partnership Agreements - Parental Role in Positive Behaviour**

You agree to support positive behaviour by working with STEPS towards the Centre's rules. Our children have a right to be safe have access to an education and learn. Centre staff a right to teach and support children and families in a safe working environment built on mutual respect and tolerance.

### **Agreement:**

This Home Centre Agreement is an agreement to work together.

I Support the Centre's policies and guidelines for positive behaviour.

Parent Signature(s) \_\_\_\_\_

Childs Name \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

#### Appendix 1

Imagine a coke bottle, shake it once 'That's having an argument before school'

Shake it again, 'That is being tired or hungry.'

Shake it again 'That is losing your PE kit.'

Would you open the bottle?

It is crucial that we separate the child's behaviour from the child, it is not who they are, it is symptomatic of the circumstances.

Emotion Coaching – How to help children understand their feelings.

**Connect**

**Remember these:**

- Listen – Don't jump to give advice.
- Think – "What could the child be feeling?"
- Think – "What could I be feeling?"
- Emotions are not 'bad'
- Don't take these emotions personally this moment is an opportunity for connection and practise of self-soothing.

**Try one or more of these:**

- "Tell me what happened"
- Encourage deep breaths.
- Give them space.
- Draw how you feel activity
- Drink water
- Physical activity –running, kicking a football
- Give a simple job –sorting or ordering
- Thermometer scale "What number are you?"



**Validating emotions**

**Help name feelings**

- "Are you feeling... or...?"
- "What are you feeling?"
- "Sounds like you might be...?"
- "What was that like for you?"

**Give fantasy**

- "You wish that..."
- "Wouldn't it be great if?"
- "Imagine if we could"
- "I wish that I could"

**Empathy**

- "Wow that must have been"
- "That would make me feel"
- "No wonder you're upset"
- "I would have trouble coping with that"



**Set limits**



1. Express feelings without attacking
  - "I feel \_\_\_ when I see \_\_\_"
  - "It's ok to feel (emotion) it's never ok to (behaviour)"
2. State your expectations
  - "I need you to \_\_\_"
  - "I expect that \_\_\_"
3. Give a choice
  - "You can either \_\_\_ or \_\_\_"
4. Help with repair
  - "What do you think should happen now?"
  - "What would make sense?"
  - "I wonder if you should..."
  - "Let's practise"

**Problem solve**

- "What do you need right now?"
- "Would you like to do \_\_\_ or \_\_\_?"
- "What would help you feel better?"
- "What might work if this happens next time?"

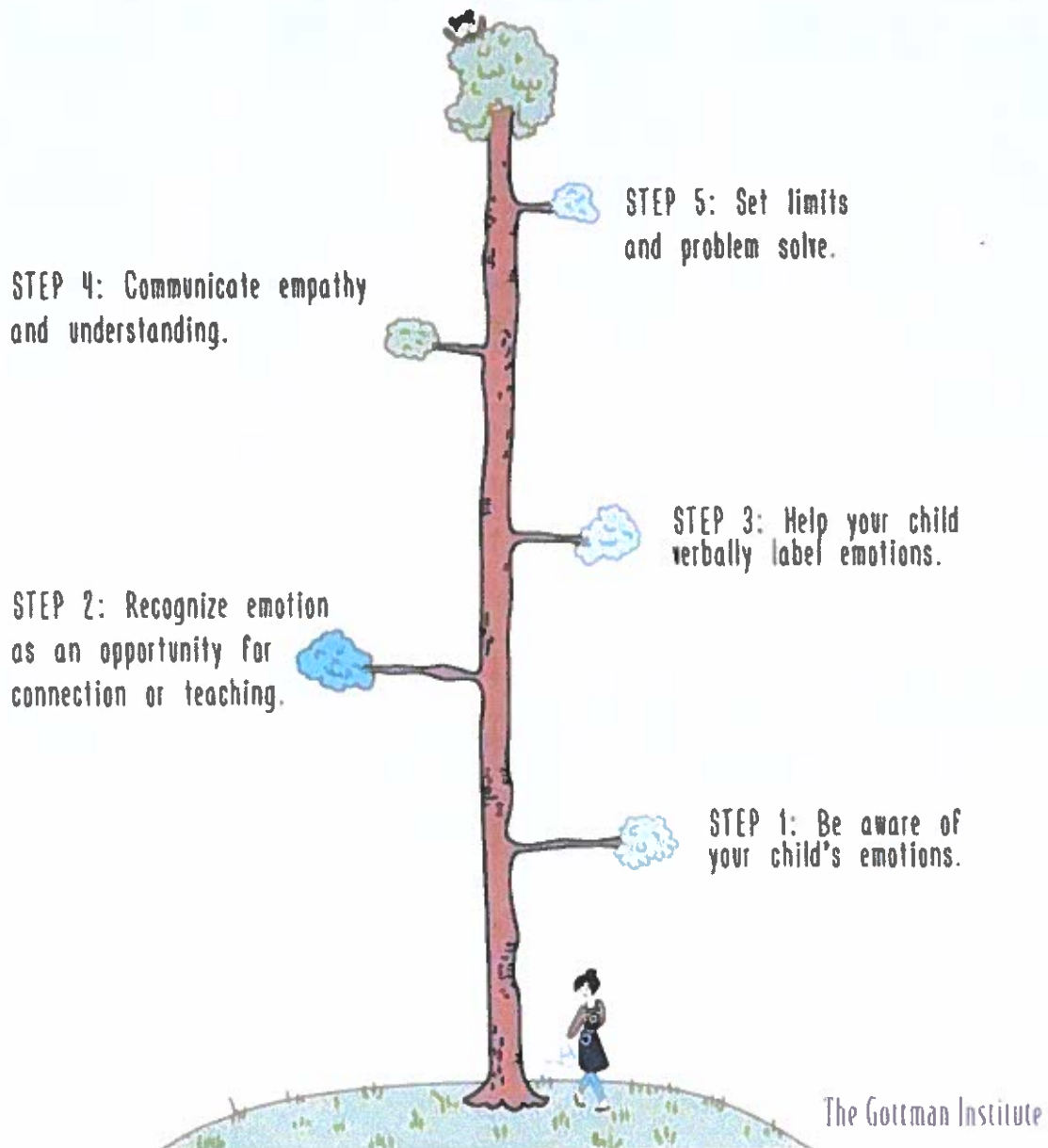


**Check in**

**Feeling now?**

# Five Steps of Emotion Coaching

Dr. John Gottman





## **Related Policies**

This document must be read, used, and applied alongside the school policies and procedures referred to below:

- Child on Child Abuse Policy
- Equality Policy and Objectives
- ICT and Social Media Policy
- Physical Restraint Policy
- Prevent Duty Policy
- Anti-Bullying Policy
- Complaints Policy
- Data Protection Policy
- Safeguarding and Child Protection Policy

