

What Does Steps Look Like in Schools and Other Settings?

- **Ethos:** Staff have shared values and beliefs as to the importance of the Steps approach.
- **Training:** All staff in a school or setting will have training in Steps. They will know how to promote positive and helpful behaviour and manage difficult and dangerous behaviour. They understand what a child's behaviour might be communicating to them.
- **Shared approach:** Staff teach and model positive and helpful behaviour. They have a consistent approach to managing situations and responding to incidents, using the same language and techniques.
- **Priorities:** Staff focus on preventative strategies and de-escalating incidents, rather than reacting to them.
- **Resolving situations:** Children themselves aren't 'difficult' and don't need to be punished to 'learn a lesson'. Steps uses a restorative approach – teachers and children work together to rebuild relationships and repair any harm done.
- **Consequences:** Behaviours will have logical consequences, rather than punishments. These might be protective consequences (e.g. escorted at social times) or educational consequences (e.g. learning about children from different cultures).

What is Steps?

Steps is a therapeutic-thinking and trauma-informed approach to behaviour.

This means that staff understand what causes positive and helpful as well as difficult or dangerous behaviour. They recognise that all behaviour is communication and unpick what the behaviours are telling us.

They focus on positive experiences and feelings, recognising that these usually lead to positive and helpful behaviour.





Behaviour Policy

Your child's school or setting has worked hard to look at every area of the behaviour policy so that it works for as many pupils as possible. It is designed to support learners and help reduce difficult or dangerous behaviour while increasing positive and helpful behaviour.

Remember: 'PACE'

Playful (spontaneous and fun) – “Can I join in?”; “Let's skip or dance!”; “What game can we play?”

Acceptance (unconditional and positive) – “You are loved, no matter what,”

Curiosity (be curious for them) – “I wonder...?”; “Tell me about that,”

Empathy (listen until they stop) – “I can help you with these feelings,”; “No wonder you're upset, that must have been hard,”

How Can Schools and Settings Work Together with Parents?

- By using the Steps toolkit to help understand the reasons behind difficult and dangerous behaviour and how it can be tackled in a way that is most positive for everyone.
- Through supporting children to become independent in their positive and helpful behaviours in and out of home.
- In sharing ideas to reduce difficult and dangerous behaviour and teaming up to respond to situations in the same way.
- By helping children to participate in lots of positive experiences to generate helpful feelings and behaviours in schools or settings and at home.



“You can't teach children to behave better by making them feel worse. When children feel better, they behave better”

Pam Leo

Some Ideas to Try at Home

- Encourage your child to talk about yours and their feelings. Try to develop and discuss as many words as possible to help them accurately share what they are feeling.
- Use pictures, puppets or stories to help your child develop some strategies to understand they are not alone in how their emotions make them feel.
- Try calming activities such as breathing techniques to help them get rid of frustrations.
- Engage in activities together e.g. going to the park or for a walk, playing a family board game or talking around the dinner table.
- Encourage your child to stick at something they find difficult: support them with a difficult piece of work, a tricky jigsaw puzzle, or a long walk. This will build up their confidence and promote their positive feelings about themselves.