



The Diocese of Coventry
Multi Academy Trust

BEHAVIOUR POLICY

St John's C of E Academy

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1. Introduction and Ethos

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values alongside our school values and vision and ensure all children are ready for their next steps. At St John's C of E Academy, we hold the Christian belief that human beings are created in the image of God, and that each shares in God's purposes to bring life and allow creation to flourish. This underpins the vision and values and work of the school and is endorsed in our vision and mission statement.

VISION

To be an excellent school, embedded in Christian values that develops children into confident, happy citizens and provides a platform to flourish in local, global and Christian communities, both today and in the future

MISSION STATEMENT

We will provide high quality teaching, learning and reflection from the teachings and values of Christianity to serve our community and beyond.

Matthew 5:16

"Let your light shine before others, that they may see your good deeds and glorify your father in heaven."

PUPIL VISION

I will shine!

We will provide high-quality learning experiences, raise the aspirations and achievements of all, and expect the highest standards in a safe, positive environment.

We will nurture each child and support them in learning to contribute as responsible and positive members of society.

The dignity of everyone as a unique child of God lies at the core of our Vision.

Nurturing self-worth and encouraging maturing levels of individual responsibility is foundational to all of the school's work. In living out our Vision, the school has high expectations of the behaviour of staff, children, parents and governors.

Core values: **Character** "*I am becoming a better person*" and **Excellence** "*Always giving my best*".

The issues of self-esteem and individual responsibility are at the core of the school's work. In living out this ethos, the school has high expectations of the behaviour of staff, children, parents and governors.

We believe that:

- The quality of teaching, learning and behaviour in school are inseparable, and the responsibility of all staff.
- Behaviour which doesn't meet the agreed expected standards cannot be tolerated because it obstructs the children's right to learn and teachers' responsibility to teach.
- Respect is essential to support positive behaviour and that it must be given in order to be received. Parents and carers, pupils and staff all need to show mutual regard.
- Positive feedback leads to growth and improvement, but negative labelling, verbal abuse or public humiliation is damaging to an individual
- The support and involvement of parents is essential for the maintenance of positive behaviour

The school aims to work in partnership with home, church and others to build the self-esteem of children and encourage the growth of responsible and caring individuals. We work together to develop positive and supportive relationships that value and respect each member of our own community and the wider world. Children had whole class discussion and staff shared ideas about positive behaviours we wish to celebrate and behaviours which do not support our school vision, values and ethos.

We aim to ensure that positive behaviour is recognised and rewarded. Expectations and responsibilities are clearly shared and understood through our Golden Rules (see below).

Forgiveness is a core Christian value and Jesus was uncompromising in his command to forgive (Matthew 18:21). Children will be assured that they are forgiven and be encouraged to forgive others as part of the process of reconciliation.

Inappropriate behaviour is met with a fair and assertive response. Children are encouraged to reflect on their behaviour and future actions. Any sanction is directed at the action, and not at the child.

The school recognises the crucial importance of a positive climate for learning in which children can thrive. Staff are mindful of this, and of the impact of their own behaviour upon the children.

Classroom management

Classroom management is dependent upon positive interaction and trusting relationships between staff and pupils, with the emphasis on promotion of positive behaviour and preventative strategies. Teaching methods should take account of the different learning styles of children and aim to encourage enthusiasm and maximum participation for all. Praise and rewards are used to acknowledge and encourage effort and positive attitudes, as well as celebrate achievement.

2. Aims

Through the operation and delivery of this policy we would aim to:

1. Ensure that all children are kept safe and feel safe in all parts of the school and at all times of the day.
2. Define acceptable standards of behaviour
3. Attempt to ensure that children both remain happy in school and enjoy coming to school in order for them to attain their full potential.
4. Ensure that all our actions are underpinned by a commitment to equality of opportunity.
5. Create an environment that encourages and reinforces positive behaviour in line with Christian values.
6. Ensure that everyone applies the detail of the policy consistently and fairly to all children in an age-appropriate manner. We acknowledge that there may be children who in certain periods of their school life may need additional programmes of support in order to manage their behaviour effectively.
7. Have knowledge of this policy so that, irrespective of where any member of staff is mainly based, they are able to apply the appropriate aspects of the policy in an age-related manner.
8. Communicate the policy to as wide a relevant audience as is possible, e.g., parents and carers, other staff who come into the school, including supply teachers and extra-curricular staff.
9. Ensure that we work from a belief in the positive aspects of discipline and behaviour, taking every opportunity to reinforce positive role models within the group, class or the wider school community.
10. Ensure that we as staff members set an example that the children can be proud of, can respect and can follow, so encouraging mutual respect.
11. Explain the reasons behind the various aspects of the policy to the children in age-appropriate ways, communicating high expectations, in order that the children themselves may become more independent in their approach towards behaviour in school and have a clear knowledge of what is expected.
12. To establish firm but fair discipline in both the classroom and in the school as a whole and to deal firmly with any behaviours which don't meet our standards whilst always maintaining the dignity of all children.
13. Seek advice and support from external agencies where appropriate.
14. Provide opportunities for children to make independent choices and become increasingly responsible for their own actions.

3. Format and Organisation

3a Golden Rules

St John's Primary School Golden Rules:

Respect

(Matthew 7:12 – “So in everything, do to others what you would have them do to you.”)

Kindness

(Ephesians 4:32 – “Be kind and compassionate to one another, forgiving each other, just as in Christ God has forgiven you.”)

Perseverance

(Luke 1:37 – “For nothing will be impossible with God.”)

3b. Expectations

Classroom and areas around school will display the golden rules. It is clear that expectations in behaviour and relationships need to be shared and understood by all members of the community. As a result, the school sets out its expectations on the pages that follow.

A description of responsibilities for all the members of the school community:

Staff and Governors	Pupils	Families
To respect all members of the school community.	To respect all members of the school community.	To support and respect the staff and governors in promoting the school's ethos and Golden Rules.
To provide a positive example, embodying the Golden Rules.	To contribute to and follow the Golden Rules at all times.	To be aware of the school's values and expectations.
To be calm and consistent in dealing with all children.	To support and care for each other.	To provide the school with at least two up to date emergency contact numbers.
To make explicit the school's Christian Vision.	To respect others' property, feelings and learning.	To share in the vision, values, ethos and expectations of the school.
To have high expectations of all children.	To listen to others and to respect their opinions. To understand the benefits of forgiving.	To provide the school with either a phone call or a written explanation of the reasons for any absence, and to keep authorised absences to a minimum in the interests of the child's progress.
To meet the educational, social, emotional, mental health and behavioural needs of all children.	To take responsibility for their own actions and behaviour.	
To provide an appropriate, challenging and stimulating curriculum.	To show respect, listen and follow the instructions of all members of staff (teaching and non-teaching and extra-curricular staff).	

4. Rewards and Positive Strategies

Golden Time

All children are automatically entitled to thirty minutes of golden time on Friday of each week if they follow the golden rules. During golden time, children will have the opportunity to take part in a range of enjoyable activities of their choice on Friday afternoons. The privilege of golden time minutes will be withdrawn for unwanted behaviours.

Guidance for minutes lost is linked to levels and explained later in this policy – it is differentiated in relation to the seriousness of it. Staff will use the electronic system 'Class Charts' to record any loss of minutes. The system will notify parents and other staff of levels issued for unwanted behaviours. This enables parents to be informed of the number of minutes kept or lost daily or as and when they choose to check via the app or website. This system is used as it is the most reliable way of communicating with parents. Where families use our after-school club or children attend clubs after school, staff are unable to see parents at the end of the school day. The system keeps records and enables staff to track back and identify patterns of behaviour should for example bullying be an issue. It also allows leaders to analyse behaviours which enables leaders to identify additional support where required.

'Class Charts' is also used to celebrate positive behaviour choices and all staff will be able to notify parents and carers when children are following school rules and being excellent role models.

House Points

House points will be awarded for demonstrating the school values. The winning house each week will be awarded the house point trophy which will be displayed in the hall with their house colours. At the end of each term, the house with the most points will receive a small group treat.

Star of the Week

The Star of the Week certificate and other certificates will be awarded by teachers for outstanding work or behaviour on Friday worship. Parents will be informed and invited to attend.

Stickers, certificates and class reward systems

Staff will also use stickers, certificates or class reward systems to praise, motivate and reward pupils at an age-appropriate level.

5. Early Years Foundation Stage (Reception)

Rooted in our Christian Vision we aim for the children to develop a growing understanding of what is right or wrong and why. Explaining boundaries and limits helps them to understand why our rules exist and to feel secure within the setting. During their time in the EYFS the children will develop their learning about the impact of their words and actions both on themselves and others around them. Behaviour expectations for inside and outside areas in Reception and in whole school and lunchtime settings will be explicitly taught to the children. Teachers and teaching

assistants will celebrate and explain positive behaviour choices and will clearly explain why negative behaviour choices should not be made. All staff will guide and support children to apologise (explaining what they are sorry for) and show forgiveness to each other.

6. Unacceptable behaviour at St John's Primary School

Guide to levels of unacceptable behaviour

Behaviour requiring non-verbal redirection or a verbal reminder:

- Single incidences of behaviour which distract themselves or others from learning in class. Adults attempt to bring the child back on track with non-verbal signals. **For children with additional needs, adults will attempt additional positive redirection strategies (see appendix 1).**

Level 1

- Incidences of behaviour which distract themselves or others from learning in class
- Not following a reasonable instruction given by any adult in school the first time it is given
- Running inside school or being inside at breaktimes without permission

For children with additional needs, adults will attempt additional positive redirection strategies (see appendix 1).

Level 2

- Repeating behaviour from Level 1
- Using unkind words to another person or name calling
- Playfighting or aggressive play
- Retaliation
- Refusing to carry out a reasonable request by any adult in school
- Being dishonest when you have made a mistake or blaming another person

If a child repeats behaviours on this list, adults will seek advice from SLT.

Level 3

- Stealing
- Uncooperative behaviour
- Persistent disruption to learning
- Using inappropriate or bad language
- Leaving the classroom without permission from an adult
- Deliberately hurting another pupil
- Deliberately damaging property
- Verbal threats
- Deliberately spitting
- Rudeness towards staff
- Carrying out an action which you have been asked not to do
- Inappropriate behaviour (age and stage considered)

If a child repeats behaviours on this list, adults will seek advice from SLT.

Level 4

- Serious acts of sustained violence towards pupils and adults, e.g., hitting, kicking, fighting and biting
- Persistent bad language and verbal abuse
- Continued refusal of an adult's reasonable request
- Bullying another person
- Using racist or discriminatory language
- Bringing dangerous items into school
- Use of a mobile phone in school time

Consequences for Unacceptable Behaviour

Each class teacher from Year 1 to Year 6 will use Class Charts. Every lesson counts for learning and it is extremely important that lessons are not interrupted by children displaying persistent low-level behaviour. Unwanted behaviours will be logged.

Level 1

The child will, after a verbal warning where appropriate, lose 5 minutes of golden time. This will be logged on Class Charts. A restorative discussion will take place to support the child to reflect on their behaviour.

Level 2

The child will miss a playtime and will lose 10 minutes of golden time. This will be logged on Class Charts. A restorative discussion will take place to support the child to reflect on their behaviour.

Level 3

If a member of staff believes a child has shown behaviours within Level 3, this will be reported to the Senior Leadership Team and investigated if required. The child will miss two playtimes and will lose 20 minutes of golden time. This will be logged on Class Charts. A restorative discussion will take place to support the child to reflect on their behaviour.

Level 4

If a member of staff believes the child has shown unacceptable behaviour at level 4, they will summarise the incident to the Headteacher. The Headteacher will consider the behaviour and investigate if required.

After investigation, should there be level 4 consequences then this will be recorded on Class Charts. Parents will be informed by telephone and will be expected to support the school's actions.

An appointment may be made with parents, teacher and Headteacher to discuss the child's future behaviour. The child will automatically lose their golden time for that week. All privileges for an extended period will be withdrawn at the discretion of the Headteacher.

The child may be issued with an internal suspension whereby the child loses the privilege to work within their class/year group/phase.

In some cases, the child may be suspended for a fixed period, usually in the first instance of 1 to 5 days and the formal recording of that suspension will be made. In extreme cases the child may be permanently excluded. Suspensions and permanent exclusion will follow guidelines set by DFE.

Children who have separate behaviour plans as a result of persistent unacceptable behaviour or who are on the Special Needs Register for behaviour may need to have an Individual behaviour Plan. In these cases, other agencies may be involved.

Raising Concerns or Complaints About Behaviour Provision

Concerns from pupils or parents about behaviour provision in our academy should be made to the Deputy Headteacher or the Headteacher in the first instance. Contact details are available on the contacts page of our website here.

Our Complaints policy is available on the Policies page of the Academy and Trust websites here: [Multi Academy Trust Policies | The Diocese of Coventry Multi Academy Trust \(covmat.org\)](#)

Use of reasonable force

Occasionally staff may need to use reasonable force in order to:

- To maintain the safety of pupils and staff
- To prevent serious breaches of school discipline
- To prevent serious damage to property

Staff Authorised to Use Force

All teachers and staff are authorised to have control or charge of pupils and have the legal power to use force. Lawful use of the power will provide a defence to any related criminal prosecution or other legal action. At St John's this includes all teachers, teaching assistants, and admin staff. Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. If reasonable force is necessary then staff will ensure that there is at least a second member of staff with them where possible. When using reasonable force staff will seek to use 'Team Teach' strategies.

The Governing Body of St John's has adopted DFE guidance on 'the Use of Force to Control or Restrain Pupils'. Most of the guidance is non-statutory, though staff are strongly advised to follow all sections of the guidance, but the section on 'recording and reporting significant incidents' is statutory.

Temporary authorisation can also be granted in specified circumstances such as volunteer parents helping on a school trip but this is under specific direction of a supervising member of staff.

Minimising the Need to Use Force

Use of force is only used as a last resort and procedures are in place at St John's Academy Primary School to create a calm and orderly environment and supportive school climate that lessens the risk and threat of violence of any kind. Effective relationships are developed between staff and pupils and RHE activities support pupils in managing conflict and coping with feelings. Staff are also given guidance and training in how to manage pupil behaviour.

This policy should be read in conjunction with the following policies:

[Anti-bullying policy](#)

[SEND policy](#)

[Suspension and permanent exclusion policy](#)

Appendix 1 – Positive redirection strategies

- Movement break
- Redirection with teacher or teaching assistant
- Redirection with a different member of staff
- Quiet reminder of expectations
- Positive examples of behaviour noted and praised to provide role modelling
- Providing a sensory intervention
- Quiet celebration of child's previous excellent work or behaviour to build confidence
- Timer on desk for small steps of progress with concentration

Appendix 2 – SEND whole school provision

Provision Map: Social, Emotional and Mental Health Anxiety, depression, attachment disorder and ADHD / ADD		
All pupils will have...	Some pupils will have...	A few children will have...
<ul style="list-style-type: none"> • Quality first teaching • Consistent approach by adults • Learning partners • RHE and RSE (RSHE) Curriculum • School values and learning forum • Staff trained in safeguarding • Reward system including house points, golden ticket, marble jar • Pre-registration soft start to the day (08:45 - 08:55 arrival) • Brain breaks • Monitoring of incidents (CPOMS) • Worry Monster/feelings box • Time to reflect 	<ul style="list-style-type: none"> • Social/Nurture Group • Alternative soft start activities • Playground monitoring • Buddy system • Bespoke home/school communication system • Organisational reminders • Allocated seating • Additional movement/sensory breaks • Zones of Regulation • Differentiation of expectations • Lunchtime club 	<ul style="list-style-type: none"> • Sensory resources • Access to quieter areas in class • Person centred tools • Key adult • 1:1 Zones of Regulation work • Social stories • Comic strip conversations • Individual timetable • Risk assessment • Reduced timetable • External support including: School nursing service, CAMHS, School Counselling Service, MHST, SEMH+U
Provision Map: Sensory and Physical Needs Visual impairments, hearing impairments, physical disabilities and sensory disorders		
All pupils will have...	Some pupils will have...	A few children will have...
<ul style="list-style-type: none"> • Quality first teaching • Regular handwriting practice • Regular fine motor activities (KS1) • Pencils and scissors tailored to their needs (left or right-handed, disability) • Brain breaks • Opportunities for outdoor learning • Broad PE Curriculum • Suitable seating position in class • Varied background colours on whiteboard • Time to reflect 	<ul style="list-style-type: none"> • Fine motor skills intervention • Additional gross motor skills activities • Support during PE • Wobble cushion • Pencil grip, triangular pencil, pencil with grooves • Writing slope • Ear defenders • Fiddle toys • Additional movement/sensory breaks • Access to a quiet area 	<ul style="list-style-type: none"> • Specialist equipment • Weighted blanket • Resistance band • Sensory resources • Access to quieter areas in class • 1:1 support for PE • Enlarged/adapted texts • Risk assessment • Support from outside agencies e.g. OT • Programme of support planned by outside agency (delivered by school staff) • Emergency evacuation plan
Provision Map: Communication and Interaction SLCN and ASD (social use of language)		
All pupils will have...	Some pupils will have...	A few children will have...
<ul style="list-style-type: none"> • Quality First Teaching • Talking partners / group work • Modelling • Clear class expectations (how to communicate) • Structured routines • Visual Timetables • Teachers communicate appropriately to all pupils (differentiate as necessary) • Marking relevant to pupils • Shine Time for misconceptions, rehearsal, pre-teach and challenge • Varied background colours on whiteboard • Teacher modelling tasks / written outcomes 	<ul style="list-style-type: none"> • Social group • Speaking and Listening intervention • Playground support/monitoring • Buddy system • Organisational reminders • Pre-teaching - vocabulary/concepts • Visual prompts • Communication cue cards 	<ul style="list-style-type: none"> • Now and Next board • Time out card • Choice to work independently or with partner / in a group • Mind mapping • Visual coding • Social stories • Comic strip conversations • Lego Building (Therapy) Club • Support from outside agencies including, SALT, SEMH+L, CCT advisory teacher • Programme of support planned by outside agency (provided by school staff) • Personal Education Plans

Provision Map: Cognition and Learning
General Learning Difficulties / SpLD Specific Learning Difficulty e.g. dyslexia

All pupils will have...	Some pupils will have...	A few children will have...
<ul style="list-style-type: none"> • Broad and balanced curriculum • Quality First Teaching • Marking relevant to pupils • Shine Time for misconceptions, rehearsal, pre-teach and challenge • Helping me Shine – scaffolding • Seating position • Learning partner • Varied background colours on whiteboard • Teacher modelling tasks / written outcomes 	<ul style="list-style-type: none"> • Phonics intervention • SpLD phonics programme • Numeracy intervention • Literacy intervention • Reading intervention • Spelling intervention (SpLD) • Visual prompts and resources • Organisational reminders • Non-negotiable reminders • Now/next board • Task planners • Additional processing time (accounted for in assessments) • Targeted adult support 	<ul style="list-style-type: none"> • Differentiated curriculum • Individual interventions • Specific resources • Tinted paper / coloured overlays • Scribe • Regular access to ICT • Touch typing practise • Individualised phonics/spelling mats • Pre-teaching • Individual assessment arrangements • Support from outside agencies including: SEMH+L, EP, SALT

Appendix 3 – PACE training questions

Help me to understand...

Let me see if I have this right...

I'm wondering if maybe you are/were feeling...

I know this is really tough for you because...

Let's look together at why we have this rule.

Let's think of what you could have done instead?

Can you think of a different way to deal with your feelings?

PACE training

Playfulness focuses on eliciting positive emotions and moments of shared joy during interactions between an adult and child.

Acceptance is not liking or wanting but allowing what is.

Curiosity is a process of discovery.

Empathy is a *genuine* desire to feel *with* another person.

Guiding Challenging Behaviour Whilst Regulating Shame

Time out vs time in

Choose control battles

Ignore the behaviour, not the child

If another adult steps in, the relationship should always be repaired with the adult who experienced the dispute

Collaborative consequences

Using 'we' rather than 'you'

It is important to stay in control of our own emotions as a practitioner and be aware of how our emotions can influence a response in others...

Remember PIP & RIP:

Praise in Public & Reprimand in Private



- **Press the pause button** and slow things down on a regular basis
- Regulatory or 'grounding' activities bring us back to the **here and now**.
- Bring a focus to what is happening physically in our body or surroundings rather than being trapped by thoughts that may cause anxious feelings.
- Bottom up approach – **soothe, quiet and calm** our own alarm system.
- Schedule grounding, calm breaks into the school routine; **at least three times a day**. A little and often approach works best!



Appendix 4 – Emotion coaching

Emotion coaching emphasises emotional regulation rather than behaviour modification. It views all behaviour as a form of communication, making an important distinction between children's behaviour and the feelings that underlie their actions. It is about helping children to understand their varying emotions as they experience them, why they occur, and how to handle them.

The system is comprised of two key elements – **empathy and guidance**. The empathy part involves recognising and labelling a child's emotions, regardless of the behaviour, in order to promote emotional self-awareness. The circumstances might also require setting limits on appropriate behaviour and even consequences, but key to this process is the guidance, helping a child to recognise and label certain emotions and feelings, such as "anxious" or "sad".

This comes from engagement with the child in problem solving to support their ability to self-regulate and adopt alternative behaviours and prevent future transgressions. But only when their brains are in a receptive state for such problem solving.

When managing behaviour, adults usually rely on reason to distract or dissuade a child. But when a child is in an emotional state, particularly an intense one, they are unable to engage with the more rational parts of their brain. Their minds and bodies are "locked" in a survival state of flight or flight, even when the response has been triggered by something such as thwarted desire.

Children in an emotional state need to be returned to a relaxed, calm state before we can reason with them. If we propose solutions before we empathise, it's like trying to build a house before a firm foundation has been laid. Empathy helps the child to calm down so they are more open and able to reason, helping to create neural connections in the rational brain to become an efficient manager of emotion.

You may think that empathising with children will lead to an endorsement of inappropriate behaviour. But emotion coaching also involves establishing the boundaries of acceptable behaviour and setting limits. You can condone the feeling underlying the behaviour, but not the behaviour itself.

It is a way of telling a child that they are supported, cared about, understood and respected. It also communicates that not all behaviours are acceptable, that they cannot always get what they want and that they need to moderate how to express feelings and desires.

Step 1	Recognise the child's feelings and empathise with them
Step 2	Validate the feeling and label them
Step 3	Set limits on behaviour (if needed)
Step 4	Problem solve with the child

	Steps	Sample Questions/Scripts
Empathy – ‘ All feelings are Ok’	(1) Recognising the child’s feelings and empathising with them	<p>What is/are Child feeling (s)?</p> <p>When have you felt something similar?</p> <p>Check out this YouTube clip of 1.18 minutes of a good example of empathy https://www.youtube.com/watch?v=QT6FdhKriB8</p>
	(2) Labelling and validating the feelings	<p>Labelling</p> <ul style="list-style-type: none"> • ‘You seem anxious to me’ • ‘I can see you’re feeling anxious’ • ‘I can tell you are anxious...’ • ‘The way you are feeling is making you worried...’ • ‘You’re worried about.....’ <p>Validating</p> <ul style="list-style-type: none"> • ‘I’m sorry that happened to you, you must feel very....’ • ‘I can see that you get frustrated when that happens/ when I do this’ • ‘I would feel worried if that happened to me’ • ‘I would feel worried too’ • ‘I understand why you are frustrated’ • ‘It’s normal to feel worried about that’ • ‘It’s OK to feel angry about that’
Guidance – ‘ Not all behaviour is Ok’	(3) Set limits on behaviour (if needed) once the child has returned to a calm state	<ul style="list-style-type: none"> • ‘.....it’s not OK to behave like that’ • ‘.....that behaviour is not acceptable’ • ‘.....the rules are that we do not...’ • ‘.....these are the rules that we have to follow’ • ‘..... doing that is not OK....’ • ‘.....behaving like that is not helpful’
	(4) Problem-solve with the child	<ul style="list-style-type: none"> • ‘What were you trying to achieve by.....?’ • ‘Let’s look together at why we have this rule’ • ‘Let’s think of what you 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?’ • ‘Try and do this next time you feel like this’ • ‘Let’s decide what you will do next time you feel like this’ • ‘Do you think doing that would be more helpful for you and others?’