



Behaviour Policy

Autumn 2026



Our Lady of Fatima Catholic Multi Academy Trust is a charitable company limited by guarantee registered in England and Wales under company registration number: 07696069 and registered address: St. Alban's Catholic Academy, First Avenue, Harlow, Essex, CM20 2NP.

Introduction

Our Trusts approach to behaviour management reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

Trauma Perceptive Practice aims to:

- ⦿ Create physically and emotionally safe spaces
- ⦿ Work transparently and establish trust
- ⦿ Give people choice and control over their care
- ⦿ Help people to heal and develop healthy coping strategies
- ⦿ Create a culture of compassion within the organisation.

Our policy reflects the advice and guidance from the Department for Education (DfE):

- Behaviour in Schools Advice for headteachers and school staff July 2022
- Searching, screening and confiscation at school Published February 2014
Updated July 2022
- The Equality Act 2010
- Use of Reasonable Force in Schools 2013
- Supporting Pupils with Medical Conditions at School Published September 2014
- Updated August 2017
- Keeping Children Safe in Education 2022

Other documents referenced:

- Special educational needs and disability (SEND) code of practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- Model Behaviour and Relationships Policy – Essex County Council- November 2021
- Understanding and Supporting Behaviour – Safe practice for Schools and Educational Settings Autumn 2022

Our Lady of Fatima CMAT Behaviour Approach

- Emphasise that each child is a Child of God – unique and cherished, recognising that different children have different needs
- Provide a consistent approach to behaviour management, whilst recognising that different children have different needs
- Promote good behaviour, self-discipline and respect through a clear understanding of what is right and what is wrong
- Promote forgiveness and reconciliation
- Help children to make amends and learn from their mistakes.

- Prevent child on child abuse through explicit teaching of anti-bullying, respect of (and for) all

Responsibilities:

The Local Governing Board

The Local Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Headteacher to account for its implementation.

The Executive Headteacher

The Executive headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

All staff employed by the school have a responsibility for pupils and to make a difference in the way their learning and behaviour takes place. All staff are expected to:

- Support the Catholic ethos of the school
- Uphold the dignity of a child
- Foster positive interaction, communication and mutual respect with all children
- Create a calm and safe environment for pupils
- Establish and maintain clear boundaries of acceptable pupil behaviour
- Implement the behaviour policy consistently
- Be clear and consistent in their communication of expectations of behaviour, reflecting the developmental stage, emotional needs any special educational needs of the children
- Model expected behaviour and positive relationships
- Provide a personalised approach to the specific behavioural needs of particular pupils

- Record behaviour incidents promptly. Staff must update members of school leaders where there are concerns via the reporting system as well as verbally informing school leaders
- Ensure that positive behaviour is recognised and rewarded
- Ensure that classroom and learning environments promote positive behaviour by being supportive, secure spaces in which children feel safe, engaged and enthused.
- Ensure good manners throughout the school towards all
- Understand that all people can make mistakes and children must be given the opportunity, through invitation to apologise.
- Model appropriate responses, listen, be positive, calm and respectful.
- Promote forgiveness and reconciliation
- Allow a 'fresh start' approach

Training: Teachers and support staff receive behaviour management training annually and with further updates as needed. Staff may speak to their Head of School / Executive Headteacher where they would like further support to improve their practice.

Parents/carers

- To support the distinctive Catholic nature of the school, the mission statement and the behaviour policy.
- To ensure that their child(ren) know that school is a place of learning without disrupting to learning of others
- To model good manners and respect towards all members of the school community – pupils, staff and other parents.
- To not talk negatively about the school or members of the community in front of their child or publicly on social media
- To encourage forgiveness and reconciliation when others make poor behaviour choices
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- To ensure that concerns about behaviour are shared with the school privately and promptly – in the first instance with the Class Teacher before being raised with the School Leadership Team.

Pupils

Pupils will be made aware by Class Teachers of the following responsibilities:

- That they have a duty to follow the behaviour policy
- The expected standard of behaviour at school
- The school's key rules and routines with rewards they can earn for meeting the standards and consequences if they do not meet the standards
- To know that additional pastoral support is available to them to help them meet behaviour standards where needed

Children are expected:

- To behave in an orderly and self-controlled way
- To be accepting personal responsibility for choices made
- To show respect to members of staff and each other
- To listen and follow direction from staff
- To proceed in a manner so as not to disturb the learning of others
- To move quietly around the school
- To treat the school buildings and school property with respect
- To wear the correct uniform at all times
- To accept sanctions when given
- To refrain from behaving in a way that brings the school into disrepute, including when outside school
- To remain within the permitted areas of the school building and grounds and not attempt to go beyond boundaries or outside school fence/gates.
- To follow additional school rules, routines and teachers directions

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

At our schools we adopt and use the relational behaviour model which is the approach similar to Trauma Perceptive Practice (as endorsed by Essex LA). The following table explains how it is applied

Aspect	Our approach
Children feel	Loved
Child's humanity	is a grace from God
Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	Developing positive relationships
Children who don't manage are	loved, understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
'Dysregulated' behaviour is possibly	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
Consequences are	used within a process of restore, repair and reconciliation while maintaining the dignity of the child.
'Dysregulated' behaviour could	Also be a communication
The causes of the difficulties are	complex
The solutions lie in	understanding what the behaviour tells us about the child and their need the parent working with the school the child listening and wanting to improve

Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs
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Strategy for promoting positive behaviour

Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the classroom and around school. The learning environment ensures that it fosters good behaviour. A good learning environment is imperative to appropriate behaviour.

All staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Teach positive behaviour and teach what positive behaviour looks like. This will be supported by the RE curriculum and PSHE curriculum
- Reward Positive Behaviour regularly and in a way which teaches other children our expectations.
- Display positive behaviour prompts (include house points)
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning / after lunch
 - Establishing clear routines, boundaries and expectations
 - Celebrating positive behaviour in ways other than verbally (thumbs up, smile etc)
 - Concluding the day positively drawing the positives from the day
 - Having a strategy for dealing with low-level disruption (e.g. scripting, quiet reinforcement, nonverbal cues)
 - Utilising the scripting of managing behaviours

Rewards/Positive approaches

We implement a variety of positive approaches to behaviour management such as,

- a. The liberal use of encouragement and (specific and directed) verbal praise to promote a good working ethos
- b. Celebrating openly individual, class and school successes
- c. Developing a three-way process of respect:
 - i. Respect for ourselves
 - ii. Respect for each other
 - iii. Respect for the community (the school)
- d. Building upon self-esteem, helping children to create a better self-image
- e. Encouraging a system of self-evaluation and reflection (forgiveness and reconciliation)
- f. Involving the children in the teaching, understanding and acceptance of school rules

Positive behaviour will be rewarded with:

- Praise for a purpose – Well done – I like the way you....
- Stickers (age appropriate)
- House Points
- Value leaves / Golden Book / praise certificate
- Positive Notes / phone calls home

- Special responsibilities / privileges
- Sharing good learning / observed behaviour with others
- Log positive calls home on the school system

Sanctions/ consequences

The child should be given an opportunity to apologise, be forgiven and be reconciled (to make amends). All consequences must limit the child's feelings of shame, and embarrassment. We uphold the dignity of the child.

Special Circumstances: The decision about the consequences will consider the severity of the incident whilst reflecting the child, their needs, the developmental stage, emotional needs any special educational needs of the children. Depending on need, the deployment of agreed alternative strategies will be made available for those with emotional or SEND needs. (Note: undertaking alternative strategies does not infer we are accepting unacceptable behaviour).

The school may use one or more of the following sanctions in response to unacceptable individual behaviour:

- Visual cues which highlight that the behaviour being displayed as unacceptable
- A verbal reprimand
- Extra learning or repeating unsatisfactory work until it meets the required standard
- Expecting work to be completed at home, or at break or lunchtime
- Loss of break or lunchtime, in small units of time
- Letters, meetings or phone calls home to parents
- Loss of privileges - for instance the loss of a responsibility or not being able to participate in a non-uniform day, sports event or trip
- School based community service or imposition of a task – putting right damaged caused. helping clear up the dining hall after meal times; or removing graffiti.
- Referring the pupil to a colleague – phase leader, senior member of staff
- Meetings with parents and senior staff
- Agreeing a behaviour contract
- Placing on a Behaviour Record Log (or Behaviour Notebook option)

We may remove a child from class to work in another class or supervised area (intervention room), in response to serious or persistent negative behaviour. They will be expected to complete the same work as they would in class.

Support for children

Support is available through the use of nurture rooms (planned response) and safe spaces (at time of unexpected need) may be used to help a child regulate and calm. An adult will stay near the child at all times.

Peer support, reflective interventions and a 'listener' (short-term) may be available.

External organisation support may be available (see below)

From the DFE Behaviour and Discipline in Schools document:

Key Points

- *Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).*
- *The power also applies to all paid staff with responsibility for pupils, such as teaching assistants and MDAs.*
- *Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.*
- *Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.*
- *Teachers have a power to impose detention outside school hours.*
- *Teachers can confiscate pupils' property.*

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Off site visits

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or travelling to or from school or if there is bullying witnessed by a staff member or reported to the school. A parent may be required to collect them immediately.

This may include negative behaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or negative behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Definitions of Behaviours

Negative behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork and home learning
- Poor attitude
- Incorrect uniform
- No compliance with instructions
- Not following the expectations of the 'responsibility of children' as above

Serious negative behaviour is defined as: *note to SLT (defined as difficult or harmful – see additional staff doc for this)*

- Repeated low level negative behaviour
- Racist, sexist, homophobic or discriminatory behaviour
- Bullying(see below)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation – child on child abuse
- Violent act on adults and/or children
- Vandalism
- Theft
- Fighting
- Malicious allegations against staff or children (see below)
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Mobile phones (without permission)
 - Electronic games
 - Disallowed toys (parents/pupils will be advised through the newsletter or website of these from time to time) Parent handbook states not to bring things into school
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to procedures for dealing with allegations of abuse against staff for more

information on responding to allegations of abuse. The Executive Headteacher will also consider the pastoral needs of staff accused of misconduct.

Bullying (please see separate Anti-bullying policy)

Our aim is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. If bullying does occur, pupils should know who to tell and know that incidents will be dealt with promptly and effectively. We encourage children and adults to tell someone. We are actively involved in anti-bullying week and we teach strategies through our PSHE curriculum. See Anti Bullying Policy

Bullying is defined, by the Anti-Bullying Alliance, as the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying is not simply a 'falling out' (Anti-Bullying Alliance).

Bullying is, therefore:

- **Deliberately hurtful and repeated, often over a period of time and difficult to defend against**

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Fixed term exclusions (suspension)

All exclusions will be conferred by the Executive Headteacher

An appeal panel of the Local Governing Body will meet to review the exclusion in the following cases:

- An exclusion of fewer than five school days, when the parent wishes to make representations

- An exclusion of more than five school days or fewer than sixteen in one term, when the parent wants to make representations
- An exclusion of more than fifteen school days in one term
- An exclusion which could result in the loss of an opportunity to take a public examination

Permanent Exclusions

Reasons for Permanent Exclusions;

- One off serious incident in breach of the Behaviour policy
- Persistent and serious risk of harm to others, including both pupils and staff
- If allowing the child to remain would seriously harm education and welfare of others or themselves.

All exclusions will be conferred by the Executive Headteacher. An appeal panel of Local Governing Committee members will meet to review the Exclusion.

Reintegration

- When the pupil returns to school following an exclusion a meeting will be held in school. Parents and members of leadership team meet to discuss how best to support the pupil in returning to the classroom.

Searching, Screening and Confiscation

The DfE makes it clear that staff are able to search pupils or their property if they have reason to believe that the pupil has an item/s that has been stolen, is on the banned items list, could cause harm to themselves/others. Any items found should be confiscated and discussed with the parents at the end of the day. In the case of stolen items (after an investigation) be returned to owner.

List of banned items follows but not limited to: knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Staff are not permitted to use force where required staff must seek leadership support. The leadership of the school, if deemed necessary to search for an item, will consider the implications of the search on the pupil especially if the pupil has SEND. Whenever a pupil/property is searched a record must be kept of this event, this is recorded on the school's online system. It is preferable that leadership are informed before the search however if not possible leadership must be informed as soon as possible.

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

Reasonable force (please refer to Reasonable Force and Restraint Policy Autumn 2025)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others

- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Staff must read the Using Reasonable Force and Physical Restraint Policy

Working with parents

Staff will endeavour to work closely with parents in partnership to support children – both to recognise good behaviour and to address poor behaviour.

Communication through meetings will be sought to share information and may lead to creating a solution focussed plan that will support the needs of the child and external support can be sought as required.

Working with local agencies

At Our Lady of Fatima CMAT we work closely with a range of agencies to ensure that we are supporting vulnerable children appropriately. This will be via our Inclusion lead, some of the agencies we will work with are as follows:

- Children's Social Care including Family Solutions
- Educational Psychologists
- Inclusion Partners
- Police
- Brentwood Catholic Children's Society
- Education Access
- Specialist Teachers
- Therapists
- Provision,
- Team around the family

Equal opportunities

At Our Lady of Fatima CMAT we understand that each child is unique and that they may require additional support to help them behave in accordance with our school behaviour expectations. We will ensure that additional support is in place so that child is not unfairly disadvantaged. This could mean additional staff to work alongside the child, taking additional time to explain school expectations, working closely with the family and other key adults, having an agreed safe space to allow the child to regulate.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

Links to other policies –

- Teaching and Learning
- Anti bullying
- SEND
- Safeguarding
- RE
- PSHE
- health and safety
- uniform
- home school agreement
- online safety

Monitoring

Staff to record behaviour incidents and follow up actions. This to be shared with SLT. This should include Star analysis for those students with one plans.

The effectiveness of the policy will be monitored by SLT

The policy will be reviewed annually but may be reviewed and revised more frequently in response to changes in government guidance and statutory documentation.

Appendix 1 - Communicating Behaviour Response 5 step plan

Level 1 Communicating behaviours	Level 2 Communicating behaviours	Level 3 Communicating behaviours	Level 4 Communicating behaviours	Level 5 Communicating behaviours
Adult responses	Adult responses	Adult responses	Adult responses	Adult responses
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Appendix 2 - Language of Behaviour management (Scripting) - TPP

*Problem-Solving/Strategic Behaviour Script

Importance: All children or young people need to become progressively better problem solvers. In

typical child or young person development, there is very gradual development in this domain from

infancy into adulthood.

Script:

1. Identify/label the issue (e.g., 'This seems to be a problem.')
2. State the reason (e.g., 'It's a problem because...')
3. Offer a strategy (e.g., 'Maybe we/you can...; that should help.')
4. General reassurance (e.g., 'Great; it worked; there's always something that works, isn't there?')

Tricky To Do/Easy To Do Script

Importance: This is a critically important self-regulatory routine for child or young people because it is necessary to know that something is difficult to do if one is going to work hard or be strategic to get it done. Therefore, it is critical for them to be able to identify what is hard to do versus what is easy to do.

Script:

1. Identify/label the issue (e.g., 'This is kind of hard to do, isn't it?' – or medium hard or pretty easy)
2. State the reason (e.g., 'It's hard/easy to do because...')
3. Offer a strategy (e.g., 'Maybe you should ask for help? Or...' Or 'It's easy because you did...')
4. General reassurance (e.g., 'Great; that was kind of hard to do – but you asked for help and we did it. There's always something that works, isn't there?')

Gradually reduce external support (e.g., switch from statements to questions) as the child or young person gains competence and it becomes possible to do so. Because many children or young people get stressed and acutely aware of some of their difficulties, it is important that most of these interactions highlight what is easy for them – and that the ‘hard to do’ scripts remain

positive in the sense that the focus is on the strategy and success, not on the inability.

Ready/Not Ready Script

Importance: This is a critically important self-regulatory script for child or young person who are impulsive, for example those who may start a task without a plan or without needed materials, and then experience frustration due to inevitable failure. Success in completing tasks often requires doing something to get ready. Therefore this is an important habit to develop.

Script:

1. Identify/label the issue (e.g., ‘I’m not sure that you’re ready’)
2. State the reason (e.g., ‘You’re not ready because you don’t have ...’)
3. Offer a strategy (e.g., ‘I’ll know you’re ready when you...’)
4. General reassurance (e.g., ‘Great; you look ready. There’s always something

Big Deal/Little Deal Script

Importance: The long-term importance of having this self-regulatory script is:

- to help a child or young person distinguish what is important from what is not important – so they might be less stressed about little deals and take big deals seriously;
- possibly to help them avoid negative behaviours when staff need to move beyond something that is really unimportant;
- possibly to help a child or young person avoid negative interaction with another child or young person over minor provocation;
- possibly to get the child or young person engaged in something important at a time when they would prefer not to.

There may be a need to experiment for purposes of identifying the best words to use. Also, start the ‘Big Deal’ script at times when the child or young person is not upset.

Script:

1. Identify/label the issue (e.g., ‘This is a big deal... or this is not a big deal – this is just a little deal – this is not important.’)
2. State the reason (e.g., ‘This is just a little deal because we can...’)
3. Offer a strategy (e.g., ‘Maybe we can...’)
4. General reassurance (e.g., ‘There we go. You see, that was not a big deal. That was just a little deal. And there’s always something that works, isn’t there?’) Gradually reduce external support (e.g., switch from statements to questions)

Scary/Not Scary (Safety Judgment) Script

Importance: The long-term importance of this self-regulatory script is:

- to help develop a child or young person’s safety judgment;

- to help them learn from experience. Again, there may need to be experimentation to find the best words to use. More mature language should be used with older child or young people.

Script:

1. Identify/label the issue (e.g., 'This is kind of scary.')
2. State the reason (e.g., 'It's scary because you could fall and hurt yourself.')
3. Offer a strategy (e.g., 'But if you... you will be very safe.')
4. General reassurance (e.g., 'There we go. You see, there's always something that works, isn't there?')

Gradually reduce external support (e.g., switch from statements to questions) as the child or young person gains competence and it becomes possible to do so.

Choice/No Choice Script

Importance: The long-term importance of this self-regulatory script is:

- to help a child or young person to learn that they have choices in some domains and not in others – and learn how to discriminate between the two domains;
- to help them learn how to make good choices when they have a choice;
- to help them accept 'no choice' situations. Again, there may need to be experimentation to find the best words to use.

Script:

1. Identify/label the issue (e.g., 'You have a choice here; or You know this is a no choice situation.')
2. State the reason (e.g., 'This is a no choice deal because...')
3. Offer a strategy (e.g., 'Here is what we can do to get through this...')
4. General reassurance (e.g., 'There we go. You see, there's always something that works, isn't there?')

Gradually reduce external support (e.g., switch from statements to questions) as the child or young person gains competence and it becomes possible to do so. It is especially important to use the 'Choice/No Choice' script on many positive occasions when there is a choice. If the script is mainly used when the child or young person is upset and has no choice in the matter, then it will come to have negative associations (i.e., 'nagging') and will not be useful.

Plan to change script (or 'Flexibility Routine')

Importance: Many children or young people who have experienced trauma are inflexible; they appear to rely on very consistent routines and become upset when change occurs or their expectations are violated. Because they need routine, it is useful to create a 'routine to change routines' or a routine to accept change.

Script:

1. Identify the issue: Ideally a change in routine is identified well in advance (e.g., 'Today we are going to do... a little differently.')
2. State the reason (e.g., 'We need to do this differently because....')
3. Generate a strategy (e.g., 'Let's practice the way we are going to do this today.')
4. General reassurance (e.g., 'We'll get through this; there's always something that works.')

'What about You?' Script

Importance: Many children or young people with self-regulatory weakness have developmental immaturity in the part of the brain associated with the ability to see the world from another person's perspective. These children or young people need a great deal of practice – within the routines of everyday life – trying to understand others' feelings, needs, and perceptions.

Script:

1. Identify the issue (e.g. 'What do you think John thinks about this?' Or 'Why don't you ask Sally how she feels about it?')
2. State the reason (e.g. 'I think John feels... because...')
3. Generate a strategy (e.g. 'So it would probably be a good idea for you to...')
4. General reassurance (e.g. 'Great! He's feeling better. There's always something that works.')

Experimental Script

Importance: children or young people benefit from an increasingly experimental approach to what works for them and what does not work for them. That experimental orientation can be facilitated through everyday interaction between the child or young person and teachers or parents.

Furthermore, most children or young people interpret this experimental orientation as an act of respect.

Script:

1. Identify/label the issue (e.g. 'John, you and I have different ideas about how to get this done.')
2. State the reason (e.g. 'We disagree because...')
3. Offer a strategy (e.g. 'Let's try it both ways and see which works best...')
4. General reassurance (e.g. 'There we go. You see, there's always something that works, isn't there?')

Gradually reduce external support (e.g. switch from statements to questions) as the child or young person gains competence and it becomes possible to do so