



# **Behaviour and Relationships Policy**

## **The Federation of St Edmund's and St Joseph's Catholic Primary School**

**Policy Adopted: Spring 2024  
Reviewed: Autumn 2026  
Review Date: Spring 2028**

**Federation Mission Statement:  
Learning Together in God's Love by encouraging and  
supporting one another.**

# **Policy and Code of Practice for Behaviour and Relationships**

**In our schools each member is valued and respected for who they are. We aim to encourage and support the personal growth of each individual through learning together in God's Love.**

## **Introduction**

All staff are expected to make themselves aware of the information within this policy and use its guidance when undertaking their core duty of teaching. This policy should be read alongside the federation Restraint Policy, SEND Policy, Child Protection and Safeguarding Policy. In particular, attention must be paid to child on child abuse in relation to managing behaviour. Staff must also adhere to the Code of Conduct and also Government guidance Keeping Children Safe in Education (DfE 2026), Behaviour in Schools, (DfE 2024), Restrictive Interventions, including Use of Reasonable Force in Schools (DfE 2026), Mobile Phones in schools (DfE 2026) and Searching, Screening and Confiscation guidance (DfE 2022).

## **Rationale**

In St Edmund's and St Joseph's Primary Schools it is our belief that all children have the right to learn, work, play and live, in a safe and non-threatening environment and that the way in which each individual behaves and is treated, demonstrates our belief that God is present in each one of us. Our approach is based on the Catholic Social Teaching (CST) principles: the Common Good, Human Dignity, Solidarity, Stewardship and Promoting Peace.

As a community we can only be successful if everyone feels safe, cared for and has a shared understanding of expected behaviour. Children can only learn successfully in an atmosphere free from intimidation and fear; teachers can only teach successfully in an atmosphere of trust and respect. Maintaining good behaviour and relationships which supports learning is everyone's responsibility. The learning characteristics and learning bricks reinforce behaviour for learning throughout the everyday life of the school and the UN Rights of the Child are used alongside these to support the children in understanding their rights and responsibilities with regards to their education and safety.

The policy is underpinned by our knowledge and understanding of the emotional and cognitive development of children as detailed in the THRIVE approach and Therapeutic Thinking programme. The policy is founded on the principle that all behaviour is a form of communication and staff should be mindful of the OFSTED guidance that 'Adults understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.'

## **Aims and Objectives**

This document sets out the principles of behaviour that we expect all members of our community to follow be they pupils, staff, parents, governors or visitors in person and online. By identifying the rules of behaviour that will guide our work, this policy and code of practice will support the aims of the school and its mission as a Christian, Catholic Community.

The main objective of this policy and code of practice is to help each member of the community in the federation schools to develop a moral sense of right and wrong and thus self-discipline. It also aims to support children to develop strategies to aid self-regulation in times of distress. We aim to demonstrate forgiveness and reconciliation and help everyone to see the destructiveness of revenge and maintaining a grudge.

Each child will be encouraged to develop a deep respect for:

### **Self by**

- Knowing they are individually chosen by God to be part of his family.
- Recognising their strengths and weaknesses.
- Taking pride in all they do.
- Taking responsibility for their actions and the consequences accompanying them.
- Knowing the rights that they are entitled to, as set out in the UN Convention of the Rights of the Child, and the responsibilities that come with these.

### **Others by**

- Knowing Jesus commanded us to ‘love one another as I have loved you.’
- Having consideration and understanding for the feelings and needs of other people.
- Respecting and understanding that we are all different and celebrating our similarities and differences
- Demonstrating the CST principles of The Common Good (respecting the rights and responsibilities of all people and leaving no one behind) and Solidarity (recognising others as our brothers and sisters and actively working for their good).

### **Christian values by**

- Having a sense of belonging to a Christian, Catholic Community.
- Knowing they are loved and supported.
- Recognising that each individual contributes to the growth of our community.
- Feeling the support of reconciliation and forgiveness as shown by CST principle Being Peacemakers

## **The environment by**

- Understanding our God given responsibility for the world.
- Caring for property.
- Caring for all living things.
- Accepting responsibility for their own and others safety.
- Demonstrating the CST principle of Stewardship (caring for the many gifts that God has given to us including our environment and other resources).

## **Guidelines**

If this policy and code of practice is to be successful and fulfil its aim of promoting positive behaviour and supporting learning it must be clearly understood and implemented by all members of our community.

This policy and code of practice will be reviewed annually by the senior leadership team and governing body. It will be brought to the attention of staff, parents and pupils at the beginning of each academic year in accordance with DfE guidance and statutory responsibilities. A summary will be included in the staff handbook, on the school website and a summary sent home each year in the routines and procedures leaflet.

Staff will receive safeguarding training annually and BehaviourSafe training on a three yearly cycle and are expected to use this training to inform their behaviour management practice. Staff will be trained in the principles of Thrive and Therapeutic Thinking on a regular basis to support their understanding of children's behaviour and the development of self-regulation. Key staff are also trained in Trauma Informed Practice and will use this to support children and colleagues as appropriate.

Staff will be supported by access to OM Health and Well-being. This can be used to discuss concerns about specific pupils or as an opportunity for staff to reflect on their own experiences and responses to challenging behaviour confidentially and supportively.

## **Key Principles**

The key principles listed in this policy and code of practice underpin our charters of behaviour and relationships within the school and apply to staff and pupils alike. It is also expected that parents and visitors to the school will abide by these principles in person and online (see Parent, Carer and Visitor code of conduct).

### **We aim to show our love of God and belief in the Family of Christ by:**

- **Treating others with respect and kindness.**
- **Being polite and helpful to all.**
- **Looking after our school and the environment.**
- **Taking pride in all we do.**

These principles will be displayed in the hall and underpin the development of class charters. Everyone should refer to them regularly especially when dealing with examples of behaviour that do not demonstrate these principles.

It is important to separate these key principles from instructions that may be dictated by individual classes or circumstances. Any instructions or rules that are necessary for the smooth running of the school or safety of the community will be explained to the pupils and related to the key principles. The use of Ready, Respectful, Safe will be used to remind child of the key principles.

## **Rewards**

We wish to positively recognise all children who follow the key principles and demonstrate behaviour above and beyond the norm. All adults should recognise and affirm positive behaviour through verbal praise, messages to parents and other non-verbal communication (thumbs-up, smile) as well as use of a positive recognition board within the classroom.

All pupils are allocated to a team when they start school: St Andrew, St George, St Patrick and St David in St Edmund' RC Primary School or Gainsborough, Turner, Constable and Blake in St Joseph's RC Primary School.

Children are rewarded with team points for demonstrating positive learning behaviours and the federation's learning characteristics. These are collected on a weekly basis and announced during celebration assembly. The winning team each term receives a reward of a non-uniform day. Team captains from year six are elected by their team members each year. Team points are also won for sports events over the year.

Classrooms should have a 'Positive Recognition' board that children are added to when they are demonstrating expected behaviours that the class are focusing on. Children who go above and beyond with their behaviours will also be recognised by class teachers.

A whole school 'Positive Recognition' board is displayed in prominent locations in the schools and staff can nominate children to be recognised by the leadership team. This will also be share with parents.

At lunchtimes Midday Play Leaders can award Positive Play Postcards for those who are caring towards others and play thoughtfully. A Tidy Up award is given to a child who has been particularly helpful at tidy up time The child's class has extra play as a result.

Additional reward systems for individual children should only be introduced after discussion with the leadership team and SENDco.

## **Supporting Positive Behaviour**

We have high expectations of behaviour from all and recognise that all children will have times when they find it more difficult to maintain their behaviour. Adults are sensitive to the developmental needs of children and those whose behaviour may reflect experience of trauma and adverse childhood experiences (ACEs). They will need adults to support them to manage their emotions, which for young children can be over-whelming, and provide strategies to self-regulate. It takes time for children to

learn to recognise their own emotional triggers and what behaviour is expected and acceptable. Children will need opportunities to co-regulate their emotions alongside adults in order to develop their ability to self-regulate. Children have to be explicitly taught how to behave in the context of the school environment; in the classroom, in the dining room, in the playground, when working independently, in groups and as a whole class. Children will be at different stages of development with regard to their understanding of emotions and social interactions and we must take this into account when managing behaviour in school.

Class teachers must establish clear, explicit routines which are consistently applied to help our children behave positively during the induction week at the beginning of each term. These routines must be practised and revisited regularly, particularly when new children join the class. Staff will use the Walkthrus Behaviour and Relationships modules to support consistent implementation of routines. Staff are expected to maintain consistent routines and procedures including ‘smart walking and smart lining-up. Use of Kinetic Letters animal positions will provide an accessible reference point to use with the children, e.g. lining up in penguin position. Staff must use the principles of de-escalation as per BehaviourSafe, THRIVE and Therapeutic Thinking training and be mindful of their own emotional responses when faced with distressed behaviour from a child. Consistent application of the agreed principles will provide support for all colleagues and pupils and reduce the risk of distressed behaviour.

In all interactions with pupils, staff endeavour to use the Vital Relational Functions (VRFs) outlined in the Thrive Approach. These skills provide a relational basis for a child’s emotional, social and neurological development. They are:

- Attunement – demonstrating an understanding of how they are feeling by ‘catching and matching’ their emotional state.
- Validation – demonstrating that their feelings are real and justified.
- Containment – Offering their feelings back to them, named and in small pieces.
- Soothing – Soothing and calming their distress repeatedly.
- Regulation – Communicating the capacity to regulate emotional states by modelling how to do it.

The provision of emotional containment by an adult is a significant contributing factor to a child’s developing capacity to contain and regulate his/her own emotions. The relationship between a child and an emotionally available adult can be an under-recognised and under-used resource so, by using Thrive and Therapeutic Thinking, this relationship is enhanced. It can help a child get ready to learn and enhance their learning, build positive relationships between a child and their peers and it can improve attainment.

Personal, social, health and economic education (PSHE), Assembly and RE can be used to explore particular issues or incidents and rehearse appropriate behaviour. All classes will be screened using the Thrive Online assessment tool and groups and individuals supported with specific programmes as appropriate. The school’s THRIVE practitioners can provide advice and support to class teachers. THRIVE spaces are available to support those who benefit from time to regulate with a trusted adult. The Therapeutic Thinking programme will supplement the use of THRIVE for individual children who need greater support.

It is important to deal with disruptions calmly and quickly, as and when they occur. The basis of good behaviour is about the consistent expectations set by the school, pupils and parents. Children learn best when they feel connection. We cannot

influence children in a positive way until we create a connection with them. Connection creates a sense of safety and openness for children and once formed behaviours can be corrected. The day-to-day interaction and relationship between the pupil and adult is instrumental in good classroom management. Dan Hughes' PACE (Playfulness, Acceptance, Curiosity, Empathy) principles focus on the whole child and not just the behaviour. Staff will draw on these principles in their interactions with children in order to form positive connections with the children and enable them to see the strengths and positive features that lie underneath more challenging behaviour.

Adults should use the following strategies to minimise disruptions:

- Tactical ignoring
- Distraction
- Use of scripts including reminders of being Ready, Respectful, Safe (see scripts at end of policy)
- Passive supervision- moving to stand close to a child, placing hand on shoulder
- Non-verbal cue and avoiding the use of 'shushing' - eye-contact, shake of head, thumbs up, visual prompts
- Proximal Praise- thanking a pupil close by who is demonstrating the expected behaviour
- Take up time- quietly and individually, give the child an explicit instruction directly and move away to allow time to follow the instruction
- Focus space- safe space within the classroom to work away from possible triggers
- Brain Break- safe place to take brain/movement break inside or outside the classroom for max 5 mins (this should be discussed with SENDco/ Leadership team to ensure safety of both adults and children)
- Restorative conversation- quiet, 1:1 discussion about the behaviour and how to support positively

There may be occasions where despite the support provided a child does not meet the expectations of behaviour and other actions are necessary as follows:

- Verbal warning
- Time given for reflection or completion of work
- Withdrawal of privileges (e.g. representing school)
- Exclusion from school activities (e.g. attendance at a club)
- Work sent home to complete

Where the incident involves another member of the community, a restorative conversation will be encouraged to acknowledge the actions. Support will be provided for both parties and they will be encouraged to recognise the incident is over and be encouraged to demonstrate positive steps to restore relationships e.g. saying sorry; forgiveness, repairing damage; tidying up. Staff must take account of child on child abuse when managing incidents between pupils. (see Child Protection and Safeguarding Policy Section 7)

Staff may also discipline pupils for misbehaviour outside of the school premises when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform

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

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

Staff should reflect on the teaching and learning in their classroom if there are regular instances of disruption or the same pupils are regularly being reminded of expectations. It may be helpful for staff to seek advice, regarding planning and learning tasks, from colleagues, leadership team, THRIVE licensed practitioner, Mental Health Lead or SENDCo.

Where a child causes a serious disruption, causes injury to another person, or damages property, a senior member of staff must be informed. In an emergency staff must use the red card/walkie talkies/telephones located adjacent to year groups to call the leadership office for assistance. In the first instance, a senior member of staff will investigate and take appropriate action which may include all or some of the following:

1. Immediate withdrawal from the space they are in to ensure the safety of themselves and others.
2. Removal from the classroom for a period of time to an alternative supervised space to help the child regulate.
3. The child will be asked to reflect on the harm they have caused and how this can be repaired.
4. Contact with parents informing them of the incident and action taken and support to be provided to all those involved.
5. A record of the incident, action taken and communication with parents must be made on a serious incident form and given to the leadership team.

If there is no improvement in behaviour or there is a repetition, the Head teacher or Assistant head will manage the situation and action as follows may be taken:

1. Parents will be invited to school to discuss the incident and the support to be provided.
2. Behaviour support plan including risk assessment and positive handling plan to be implemented.
3. Internal exclusion from specific parts of school life where the child's behaviour would be a health and safety hazard or cause significant disruption to the learning of others, e.g. lunchtimes, Forest School, or visits.
4. Referral to external agencies for advice and support e.g. Special Education Services.

In a case of **extreme behaviour** or where behaviour shows no improvement, final steps, as listed below, may be taken in accordance with Local Authority policy, DfE guidance (2012 updated 2026) and the relevant statutory provision:

1. Fixed term exclusion.(suspension)
2. Permanent exclusion.

## **Managing Pupils with Social, Emotional and Mental Health Needs**

Where a pupil repeatedly reaches the higher stages of the behaviour actions, the leadership team and SENDCo will consider whether it is appropriate for an Individual Behaviour Support Plan to be drawn up, in consultation with parents and pupil. Advice will also be sought from outside agencies for example NDD Pathway, Bellscroft (BehaviourSafe), or SES.

The THIRVE programme and Therapeutic Thinking Programme will be used to assess, identify and support pupils and to address social, mental health, emotional and behavioural issues.

In exceptional circumstances, where positive attempts to address the pupil's difficulties have not produced any improvement, an intervention meeting will be held. This will include the parents, outside advisors providing support, and where appropriate social services, child and family support and health services. The use of Early Help teams will be sought through the use of the Early Help Assessment process or referral to the Suffolk Children and Young Peoples Emotional and Mental Health Well-being Hub.

The meeting will seek to identify the nature and extent of the pupil's difficulties and their impact on the child and school, identify triggers that might be causing the behaviour and action that might be required by those at the meeting to improve behaviour. The consequences of lack of improvement will be explicitly identified.

Where all these steps have been taken and the behaviour has not improved, final steps, as listed below, may be taken in accordance with LA policy, DfE guidance (2026) and the relevant statutory provision:

1. Fixed term exclusion.(suspension)
2. Permanent exclusion.

## **Record Keeping**

In the case of serious incidents, the serious incident record sheet (see appendix) will be completed and it will be recorded electronically using Arbor. These must be given to a member of the leadership team to review. These will be kept so that we have a chronology of incidents and patterns in behaviour can be monitored. These are particularly important if we wish to refer for support from external agencies.

## **.Assemblies**

At the beginning of each term the key principles will be discussed by the Headteacher in assembly. This will provide a whole school focus for expectations of behaviour and ensure that the children understand the importance placed on good behaviour.

Each week the Learning Characteristics will be shared at Monday assembly to remind children of the expected learning behaviours and how they can demonstrate them. Hands of Success are shared in Friday Celebration assembly to promote these behaviours.

## **Bullying**

**Bullying is the persistent, wilful and conscious desire to hurt, threaten, frighten or isolate someone else.**

**Bullying in any form, by any member of the community, will not be tolerated at St Edmund's or St Joseph's.**

Bullying can take many forms in person and online and may include:

- Physical; pushing, hitting, kicking, pinching.
- Verbal; name-calling, teasing, sarcasm, spreading rumours.
- Emotional; ridicule, humiliation, isolating.
- Racist; gestures, graffiti, taunts.
- Sexual; unwanted physical contact, abusive comments.

For most children, growing up involves learning how to build relationships with others. This is not always a smooth process as children develop self-regulation and understanding of emotions and social interactions at different times. While we all encourage children to be tolerant and get on with one another, conflicts will arise. As children mature their emotions can be very sensitive and offence can be taken when none was intended. Getting children to talk about experiences, real or imagined, is far better than leaving them to worry.

For these reasons we are committed to tackling bullying incidents as quickly as possible and in a constructive manner. However, all action taken regarding individuals will be confidential as we recognise those who carry out bullying actions have often experienced bullying themselves. We provide the opportunity for children to discuss these issues through PSHE, RE, Circle Time, 1:1 wishes and feelings discussions, THRIVE 1:1 reparative work, ELSA support and class worry boxes.

Any allegation of bullying will be investigated immediately and dealt with as a matter of priority. All incidents of bullying will be considered to be a serious disruption and dealt with accordingly.

In addition, the Headteacher may, at their discretion, take some or all of the following actions:

- Informing the parents of the children involved, encouraging them to come into school to discuss the matter further.
- Prompt provision of action and support for the individual experiencing bullying e.g. a named adult mentor; discussion in PSHE, RE or Circle Time or allocation of a responsible adult to monitor vulnerable pupils/situations.

- Parents being made aware of the community's view of bullying and the sanctions that will be implemented if there is a repeat.
- Counselling and support for all those involved if necessary by outside agencies.

We can only deal with bullying when we know about it. It is vital therefore, that pupils are encouraged to report bullying. Through PSHE, RE, assemblies and Circle Time we will help the children to understand that bullying is not the victim's fault, that all adults at St Edmund's and St Joseph's take bullying seriously and that children must tell someone if they or another pupil is being bullied. An anti-bullying questionnaire will be carried out regularly and class teachers are expected to discuss the results with their class; particularly individuals who demonstrate they may be at risk of bullying. We participate in the Anti-bullying Alliance's 'Anti-bullying week', focusing with the children on the chosen theme. This helps to raise their awareness of acceptable and unacceptable ways of behaving towards others and how to respond to a situation of bullying should it occur.

Staff regularly receive training on Safeguarding, Child Protection issues and behaviour management methods (BehaviourSafe). All staff are responsible for recognising situations which could be caused by bullying or child on child abuse; identifying pupils who may be more vulnerable to bullying and for being a role model when dealing with conflicts.

Parents play a vital part in maintaining good behaviour and reinforcing the school's policy. If parents are concerned their child is being bullied, the child should be encouraged to speak to an adult in school so that the incident can be dealt with immediately. Parents should discuss concerns with their child's teacher in the first instance and give the teacher time to deal with the situation.

If there is no improvement, the problem should be discussed with the Head teacher or Assistant head. It is better to allow the school to deal with incidents. Parents are asked not to approach the alleged bully as this can cause more problems (see Parent, Carer and Visitor code of conduct). Concerns regarding behaviour should not be raised on school WhatsApp groups or with other parents in the playground. This is to safeguard the confidentiality of all the children involved.

In the event that a parent is dissatisfied with the action taken, they may take their concerns to the Chair of the Governing Body, in accordance with the complaints procedure available in the office.

Appendix: Record of Serious Incident

Approved at .....

Dated .....

Signed .....  
(Chair of Governors)

Signed .....  
(Headteacher)

**St Edmund's / St Joseph's Catholic Primary school**  
**Record of Serious Incident**

|                                                                                                                                                           |  |                                           |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------|-------------|
| <b>Date:</b>                                                                                                                                              |  | <b>Person reporting:</b>                  |             |
| <b>Pupils involved (full name and including child's needs where relevant)</b>                                                                             |  |                                           |             |
| <b>Location of incident</b>                                                                                                                               |  | <b>Time of incident<br/>Start/Finish:</b> |             |
| <b>Description of Incident inc. use of redirection &amp; restraint (additional details to be recorded overleaf for incidents where restraint is used)</b> |  |                                           |             |
| <b>Response /action inc. support for all parties involved</b>                                                                                             |  | <b>Adult responsible</b>                  |             |
| <b>Parents / all parties informed</b>                                                                                                                     |  | <b>Adult responsible</b>                  |             |
| <b>Action agreed with parents</b>                                                                                                                         |  | <b>Adult responsible</b>                  |             |
| <b>Staff to sign off when all actions above completed</b>                                                                                                 |  |                                           | <b>Date</b> |
| <b>Additional action by Senior staff</b>                                                                                                                  |  |                                           | <b>Date</b> |
| <b>Senior staff to sign off</b>                                                                                                                           |  |                                           | <b>Date</b> |

To be completed ONLY where an incident has required physical restraint to be used.

|                                                                                                                                                                                                                                  |                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| <p><b><u>INCIDENT</u></b></p> <p>De-escalation strategies used prior to restraint:</p><br><br><br><br><br><br><br><br><br><br><p>What was the greater harm you were trying to avoid?</p>                                         | <p><b><u>By whom</u></b></p> |
| <p><b><u>MONITORING</u></b></p> <p>Did you monitor the child's breathing and wellbeing throughout? – please write how</p><br><br><br><br><br><br><br><br><br><br><p>Did you monitor the holds throughout? – please write how</p> | <p><b><u>By whom</u></b></p> |
| <p><b><u>AFTER THE INCIDENT</u></b></p> <p>What happened after the incident?</p><br><br><br><br><br><br><br><br><br><br>                                                                                                         | <p><b><u>By whom</u></b></p> |

**When describing an incident, record facts without use of emotive language; what happened just before the incident; behaviour seen & outcome e.g injury. Teachers are responsible for ensuring communication with parents' takes place when necessary on the same day even if they do not collect in person (use phone if necessary).**

When logging incidents staff should use this guidance to determine the chain of escalation and consequences

Level 1- class teacher deals with & communicates with parent

- Swearing or foul language
- Persistent, repeated disruption (after CT has put in place de-escalation and support strategies over a period of time)
- Verbal abuse to another child
- Verbal abuse to an adult
- Physical abuse- hitting, kicking, biting, pinching
- Stealing
- Damaging property, equipment or resources

It is expected that the class teacher will put in place strategies to support appropriate behaviour including catch me cards, rewards, movement break, learning breaks, class based THRIVE activities and regular liaison with parents.

Level 2- Escalate to assistant head (record on serious incident form)

- Intimidating or aggressive behaviour
- Unsafe behaviour
- Sexualised behaviour
- Child on child abuse
- Intentional violent behaviour- punching, kicking, fighting likely to cause significant harm
- Suspected bullying
- Racist incident
- Sexist incident
- Ablist incident
- Homophobic incident
- Vandalism
- Online abuse
- Persistent refusal to follow instructions
- Leaving the classroom without permission
- Level 1 behaviour that has persisted after appropriate support and parent discussion

It is expected that strategies will be put in place which may include those listed at level 1 with increased support from SENDco. Leadership team to monitor and review. Outside agency expertise will also be sought where behaviour is persistent.

Level 3 Escalate to Head Teacher

- Bringing a weapon or object that could be used as a weapon into school
- Bringing illegal substance into school
- Confirmed bullying following investigation at level 2
- Significant, persistent disruption to learning after external support, interventions and parent involvement
- Unprovoked violence causing significant harm
- Level 2 behaviour that has persisted and repeated after action taken at level 2

It is likely that at this stage use of suspension/exclusion will be considered.

### **Suggested Script Prompts**

- Thank you for being respectful and listening
- Thank you for (name specific action) that made me feel respected.
- I can see you are ready as you are looking at me and being quiet.
- Stop (name specific action) We need to keep everyone safe.
- Thank you for helping (Name). That was really respectful.
- Well done for (name specific action) that kept everyone safe.

### **Restorative Conversation Prompts**

- I can see you are upset/angry/frustrated. Can you help me understand what happened?
- Tell me about...
- What happened next? And then?
- What has brought us here?
- Tell us more about...
- What were your thoughts at the time?
- What were you thinking? What was happening before?
- What was in your head?
- What do you think about it now?
- How were you feeling?
- What else?
- At that point, what were you thinking/feeling?
- When that happened, what happened next
- How have you been affected?
- How have others been affected?
- Anything else to add?
- What has been the hardest thing for you?
- Has anyone else been affected?
- How do you feel now?
- Was anyone else involved?
- What do you need to move on from this? What would that look like?
- What will help you move on from this?
- What else needs to happen?
- Do you all agree with that?
- Anything else to add?
- How does that leave you feeling?
- What will it look like when it's done?
- What do you think about what has been suggested?
- If you can't do that, what can you do?
- When will it be done?

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