Bassingbourn Community Primary School

Mental Health & Wellbeing Policy

This policy was ratified on:	September 2019
Implemented on:	September 2019
Review date:	September 2020
Signed by the Headteacher:	Rachael Schofield/Sue Brown
Signed by the Chair of Governors	Hilary Hodge

Introduction and Overview

1. Rationale

The purpose of this policy is to:
- set out the key principles expected of all members of the school community at Bassingbourn Community Primary School with respect to the Mental Health & Wellbeing of the pupils and their families and staff.
- safeguard and protect the children and staff of Bassingbourn Community Primary School;
- assist school staff working with children to work safely and responsibly with Mental Health & Wellbeing and to monitor their own standards and practice;
- set clear expectations of behaviour and/or codes of practice relevant to Mental Health & Wellbeing.
- have clear structures to deal with Mental Health & Wellbeing needs, which are cross referenced with other school policies;
- set out a graduated response to Mental Health & Wellbeing needs to pupils and staff.

2. **Policy Statement**

- At Bassingbourn Community Primary School , we are committed to supporting the emotional health and wellbeing of our pupils and staff.

- We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

- At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

3. Provision at our school:

- to help children to understand their emotions and feelings better

- to help children feel comfortable sharing any concerns or worries

- to help children socially to form and maintain relationships.

- to promote self esteem and ensure children know that they count.

- to encourage children to be confident and 'dare to be different'

- to help children to develop emotional resilience and to manage setbacks.

4. Promoting a mentally healthy environment through:

- promoting our school values and encouraging a sense of belonging.

- promoting pupil voice and opportunities to participate in decision-making

- celebrating academic and non-academic achievements

- providing opportunities to develop a sense of worth through taking responsibility for themselves and others

- providing opportunities to reflect.

- access to appropriate support that meets their needs

5. Pursuing our aims through:

- universal, whole school approaches

- support for pupils going through recent difficulties including bereavement.
- specialised, graduated, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder.

6. Scope;

- This policy applies to all members of the Bassingbourn Primary community (including staff, students/pupils, volunteers, parents/carers, visitors, community users) who have access to and are users of Bassingbourn Primary School.
- This policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE policies. It should also sit alongside child protection procedures.

7. Lead Members of Staff;

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Rachel Schofield/Susan Brown/VickyTyas- Designated child protection / safeguarding officer
- Vicky Tyas Mental Health and Emotional wellbeing lead
- Vicky Green – Nurture Support assistant
- Carlie Maddren – PSHE Co-ordinator
- Chris Bishop - Governor Mental Health & Wellbeing Lead

8. Targeted support

- The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:
- Circle time approaches or 'circle of friends' activities.
- Plan Assess Do Review Approach
- 1:1 session with our Nurture Teaching Assistant
- Targeted use of SEAL resources.
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources such as 'the incredible 5 point scale'
- Primary Group Work/Mental Health & Wellbeing groups
- Nurture support groups.
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.
- Referral to our school funded Allyance Counselling service
- Referrals to outside agencies

9. Assessment - The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire
- The Boxall Profile

- emotional literacy scales
- Frequency of behavioural incidents
- Engagement in class
- Frequency out of class
- Pupil self-reports/self rating
- Anxiety mapping tools
- Emotional/feelings scales
- signposting
- We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

10. Identification

All staff will complete a SEND cause for concern and refer to the SENCo/Designated Mental Health & Wellbeing Lead aimed at identifying a range of possible difficulties including:

- attendance
- punctuality
- relationships
- approach to learning
- physical indicators
- negative behaviour patterns
- family circumstances
- recent bereavement
- health indicators

11. Reporting concerns - school staff may also become aware of warning signs, which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

Possible warning signs include:

- changes in eating / sleeping habits
- becoming socially withdrawn
- changes in activity and mood
- talking or joking about self-harm or suicide
- expressing feelings of failure, uselessness or loss of hope
- repeated physical pain or nausea with no evident cause
- an increase in lateness or absenteeism

12. Working with Parents

In order to support parents we will:

- highlight sources of information and support about mental health and emotional wellbeing on our school website

- share and allow parents to access sources of further support e.g. through parent forums.

- ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.

- make our emotional wellbeing and mental health policy easily accessible to parents

- share ideas about how parents can support positive mental health in their children.

- keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

13. Working with other agencies and partners;

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- the school nurse

- Educational psychology services

- Paediatricians

- CAMHS (child and adolescent mental health service)

- Counselling services

- Family support workers

- Therapists

- Training

14. Staff's Mental Health & Wellbeing;

At Bassingbourn Community Primary School , we are committed to supporting the emotional health and wellbeing of our staff and supporting work life balance and reducing teacher workload. We support our staff by;

- Providing an Employee Assistance Programme with 24hr helpline for:
  - ✓ Work advice
  - ✓ Relationship advice
  - ✓ Gambling issues
  - ✓ Counselling
  - ✓ Financial wellbeing
  - ✓ Legal information
  - ✓ Alcohol & drug issues
  - ✓ Family issue
  - ✓ Childcare support
  - ✓ Medical information
  - ✓ Consumer issues

- Staff wellbeing workshops 4 x 30 minute sessions run by Emotional Wellbeing Service.

- Staff clinic to discuss children with challenging issues run by Emotional Wellbeing Service.

- Designated people to talk to in school.

- Signposting posters with useful support services for staff

- Return to work meetings after illness related days off

- Occupational health to support changes to staff's needs in their work environment

- Regularly working together to reduce teacher workload.

- We encourage flexible and part time working to work around the staff members family needs

- We allow PPA to be taken at home

- We encourage discretionary leave of absences if needed

- A therapeutic response to behaviour incidents or difficult incidents experience by staff on site such as debrief sessions with SLT and short breaks for recovering time.

15. Roles and responsibilities;

Role	Key Responsibilities
Headteacher	Has overall responsibility for: • The management of the policy; • The assessment and provision for pupils with Mental Health & Wellbeing additional and special educational needs; • Keeping the governors informed; • Liaising with external agencies including the educational psychology service and other support agencies, medical, social services and voluntary bodies.
Mental Health & Wellbeing lead / Designated Child Protection Lead (Rachael Schofield / Susan Brown / Vicky Tyas)	• Facilitates training and advice for all staff • Liaises with the Local Authority and relevant agencies • Oversees the school's Mental Health & Wellbeing needs policy; • Maintains the school's special needs register and Provision map; • Oversees the records kept by class teachers on all pupils with additional needs, and which form a part of the pupil's individual educational or behavioural plan; • Advises teacher, when necessary, on how pupils might meet planned learning objectives; • Co-ordinates provision for pupils with additional needs and supports teachers in the writing reviews; • Liaises and works in partnership with the parents of children with additional needs; • Liaises and works in partnership with external agencies, including the Educational Psychology Service, Primary Support Service, Child Protection Service, Health Education Service, Hearing Impairment Service, Visual Impairment Service, Educational Welfare Service, Multi-cultural Education Service, medical and social services and voluntary organisations; • Contributes, with support from outside agencies, to the in-service training of staff and governors; • Liaise closely with the Head Teacher, Senior Leadership Team and the Mental Health & Wellbeing Governor • With support of the SLT oversees the work of Teaching Assistants in supporting pupils with additional needs; • Has appropriate release time to manage responsibilities;

Role	Key Responsibilities
	• Uses ICT for recording and analysing assessments and for tracking progress; • Manage the SEND budget and use it to best support all children all have a Special Need, disability or mental health need.
Governors /Mental health and well being governor	• Ensures that the school follows all current Mental Health & Wellbeing advice to keep the children and staff safe • Supports the school in encouraging parents and the wider community to become engaged in Mental Health & Wellbeing. • Approves the Policy and review the effectiveness of the policy. This will be carried out by the Governors / Governors Sub Committee receiving regular information about incidents and monitoring reports. The role of the E-Safety Governor will include: • regular review with the Mental Health & Wellbeing Co-ordinator / Officer
PSHE Co-ordinator	• Oversees the delivery of the Mental Health & Wellbeing parts of the PHSE curriculum • Liaises with the e-safety coordinator regularly
Teachers	by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Special Educational Needs Co-ordinator, mental health lead, pupil, parents and other agencies and by participating in appropriate training. • Identifies that a pupil has an additional need; • Records appropriate differentiation and strategies before a child is identified as SEND; • Implements reasonable measures under QFT techniques. • Liaises with the SENCo as appropriate; • Plans what each pupil should learn; • Teaches pupils at all stages; • Deliver inclusive quality first teaching; • Implement reasonable measures to cater for a pupil's individual need; • Sets and monitors the programme of work that TAs follow; • Assesses and records whether learning has occurred using school records and assessment sheets; • Liaises and works in partnership with parents of children with special educational needs. • Implements the school's special needs and Mental Health & Wellbeing policies.

16. Communication:
The policy will be communicated to staff/pupils/community in the following ways:

- section on website dedicated to Mental Health & Wellbeing with sign posting of services and parent leaflets.
- signs and posters around the school to show cascade of support.
- policy to be posted on the school website and copies to be kept in the policy file found in Headteachers' office. Policy to be uploaded to the staff share area policy file;
- policy to be part of school induction pack for new staff;

17. Review and Monitoring

The school has a graduated response to providing help for pupils with special educational needs including Mental Health & Wellbeing needs. This approach is recommended by the SEND Code of Practice (2015) and adopted by Cambridgeshire LA for the identification of provision for pupils with special educational needs. The advice of specialists will be sought when needed.

The graduated responses are based on the principles that:

• Provision for a child with any additional special educational needs should match the nature of their needs;

• There should be regular recording of the pupil's additional needs, the actions taken and the outcomes.

The needs of the majority of the pupils will be met through the school based stages:

Level 1 Quality First Teaching (QFT) through an inclusive classroom with differentiation and reasonable measures taken to cater for the pupil's needs. Pupils may need a quieter lunchtime or a different way of entering school or touch base sessions with their class teacher of TA.

Level 2 Identified pupils who need a short term intervention to support them through a difficult time. This can be completed via Teaching Assistant, Class Teacher or outside services. This could include short term counselling sessions to focus on a particular needs eg. A parental breakup or transitions.

Level 3 Identified group of children requiring some extra support to boost their wellbeing, taught by a specific specialist teaching assistant such as a nurture group, confidence or self esteem group or time to talk social sessions.

Level 4 Mental Health Support – Identified children who pupil's wellbeing is of high need and the previous levels have tried and have not decreased the need. The school will consider advising the LA that a Statutory Assessment might be necessary. There may be a need for Teaching Assistant or outside agencies or services to be involved to support in delivering one or more interventions to cater for the pupil's needs. Pupils will have specific targets identified and these will be monitored and recorded through a Plan Assess Do Review Form.

Level 5 - Education Health and Care (EHC) plan for Mental Health & Wellbeing needs. The LA Services or agencies will be involved to implement an individual education plan to meet the pupil's needs.

At Bassingbourn School we aim to identify an individual Mental Health & Wellbeing needs as early as possible in order to prevent the emergence of a more acute need later on in the pupil's career.

Pupils may be identified as having a need by a teacher, by a parent or carer, or by other professionals such as a social worker or community health worker.

Concerns should be voiced directly to the Head Teacher and SENCo as soon as possible.

If the initial expression of concern has not come from the parent or carer, the parent or carer will be told as soon as possible and their views will be sought before any action is taken.

The school will keep records of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the pupil.

We will seek to involve all parents or those who have parental responsibility in decisions about their child, but recognise that this may require sensitive handling.

When a pupil is identified as having a Mental Health & Wellbeing need, his or her name will be placed on the school's list of Special Educational Need on the school's Central Computer. This will ensure that the pupil's progress will be reviewed at least termly by those concerned with the particular pupil. Progress on the National Curriculum will be noted.

Assessment
In assessing the need of any pupil we will seek to identify the specific areas of strengths and weaknesses.
This will mean collecting information from a variety of sources:

From the school:
•   Class records, including any from other schools, which the pupil has attended in the previous year
•   Strength and difficulties questionnaires
•   Pupil profiles
•   Parent views through questionnaires
•   Records of achievement
•   Reports on the pupil in the school setting
•   Observation about the pupil's behaviour.

From the playgroup/nursery school:
•   Observations about the pupil's behaviour
•   Profile of the pupil's development.

From the parent:
•   Views on the pupil's health and development
•   Perceptions of the pupil's performance, progress and behaviour at school and at home
•   Factors contributing to any difficulty
•   Action the school might take.

From the pupil:
•   Personal perceptions of any difficulties
•   Relevant information that they wish to share
•   Their opinion about how difficulties might be addressed (as far as this is possible considering the age, maturity and capability of the pupil.)

From other sources:
• Information already available to the school from health, social services or any other sources
• Where relevant the school will actively seek information from health and social services and other agencies closely involved with the pupil
• Where relevant the school will involve external specialists e.g. Primary Support Service Staff, Educational Psychologist, members of the hearing/visual impairment teams.

The class teacher will inform all those who teach a pupil with additional needs of the need. If there is essential information or a pupil requires treatment or management different from that normally given to the other pupils, the class teacher will ensure that all those who are likely to come into contact with the pupil are appropriately informed.

Parents will be kept informed of their child's progress and involved in specific programmes of work where appropriate. The views of parents will be sought at all stages of assessment and provision. Together parents and teachers can build a far more complete picture of a pupil and his or her needs than can be done separately.

For the most part their class teacher will meet the needs of pupils at Bassingbourn School within the classroom situation. However where it is considered beneficial to a particular pupil or a group of pupils to work outside their classroom situation, arrangements will be made, where staffing opportunities allow.

On occasions, and in agreement with parents / other specialist agencies, pupils may follow a reduced timetable / re-integration ladder / risk reduction plan in order to meet individual need.

Monitoring and Evaluation
• Class teachers will use the Plan Assess Do Review forms to formally record and evaluate the progress of pupils identified. An up to date copy of each of these should be kept in the class SEND folder and the central SEND folders kept in the staff room.
• The SENCo and Assessment Coordinator will use the information gathered to monitor and analyse pupil progress.
• Parents will be informed and consulted about their children's progress through regular parent's meetings discuss next steps in their child's learning.
• The SENCO, in consultation with the Head Teacher, and where necessary, the Primary Support Teacher, will meet regularly with class teachers to update. Where possible teachers will instigate a meeting once per half term.

Evaluating success

The governors will evaluate the success of this policy annually, and will consider and report on the effectiveness of the school's work on behalf of children with Mental Health & Wellbeing needs.

In particular the governors will look at:

- The views of parents on the working of parent partnerships
- The effectiveness of the graduated responses in meeting needs
- How well pupils with Mental Health & Wellbeing needs take part in the whole curriculum of the school
- How well pupils with Mental Health & Wellbeing develop independence
- How well pupils with Mental Health & Wellbeing needs take responsibility about the school
- How resources have been allocated to and between pupils with Mental Health & Wellbeing needs.
- Details of how many statutory assessments have been made and the involvement and time given by other specialists.

18. Education and Curriculum

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  The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum.

- The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

19. Staff and governor training
This school:
- ensures staff know how to send or receive sensitive and personal data and understand the requirement to encrypt data where the sensitivity requires data protection;
- makes regular training available to staff on e-safety issues and the school's e-safety education program; annual updates/ regular staff meetings etc.
- provides, as part of the induction process, all new staff [including those on university/college placement and work experience] with information and guidance on the e-safeguarding policy and the school's Acceptable Use Policies.

Child Protection Statement
At Bassingbourn Community Primary School the welfare of the child is paramount. All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and sexual identity have the right to protection from abuse. All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns to one of the designated child protection officers.

Equalities Impact Statement

1. Has this policy fully considered the School's Equality objectives and statement?   **Yes**
2. Are there any impacts of the School's Equality objectives and statement on this policy?   **Yes**
3. If "Yes", are these clearly described and their impact assessed within the policy document?   **Yes**

Employee Assistance Programme

A 24 hour helpline from Health Assured to support you through any of life's issues or problems.

Free 24 Hour Confidential Helpline:
0800 030 5182

- Stress & anxiety
- Counselling
- Family issues
- Work advice
- Financial wellbeing
- Childcare support
- Relationship advice
- Legal information
- Medical information
- Gambling issues
- Alcohol & drug issues
- Consumer issues

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healthassuredeap.com

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LGSS   LGSS

Bassingbourn Primary School

> Need help or advice?
> Feeling sad or alone?
> Worried or stressed?

We can help!

- We can support you with confidential off site counselling paid for by the school

- We can discuss your work commitments and contracted hours to see if a reduction or change is needed

- We can refer you to the occupational health service who can advise you and us on how to help you at school

- We can sign post you to the right service to support you

Talk in confidence to any one of the Senior Leadership Team, we are here to help!

Rachael Schofield
Head teacher

Susan Brown
Head teacher

Vicky Tyas
Assistant Head Teacher

Nicky Marsh
Assistant Head Teacher

Jane Holcroft
KS1 Leader

Other useful contact numbers for help:
The Samaritans - dial 116 123 (24 hours a day, 7 days a week - free from any phone)
Urgent Care Cambridgeshire - dial 111
Lifeline - 08088 082121 (lines open 7pm – 11pm, 365 days a year)
SANE - 0300 304 7000 (lines open 6pm – 11pm, 365 days a year)

SANE

samaritans

CALL
111

Staff wellbeing

THIS RESOURCE IS FOR PROFESSIONALS ONLY

What is emotional wellbeing?

It does not mean being happy all of the time! It is about our sense of wellbeing, our ability to cope with life events and how we acknowledge our own emotions as well as those of others. It is all about proportionate and appropriate reactions to events.

What do we need to thrive?

According to Maslow, our needs are stacked like a pyramid. First, we need our basic needs (food, shelter, warmth) met. With those in place, we can have our psychological needs (self-esteem, physical contact, relationships, friends) met. Lastly, we can reach self-fulfilment (reaching our potential, being challenged and taking part in leisure activities). These are our needs, they are important!

The Stress Bucket

Everyone has a stress threshold, which changes all the time. Some days, your 'bucket' might be fuller than others for all kinds of reasons, which means it takes less extra stress to make you 'overflow'. On other days, you might be really on top of everything, and your bucket fills up much slower and does not meet the threshold as quickly, or at all. Any relaxing, self-care activities empty your bucket and allow you to deal with more before you reach your threshold.

We can be very good at recognising the needs of the children in our care, but we need to pay just as much attention to our own needs and those of our colleagues!

STRESS

Self-care

How seeing others struggle can affect us

Others' behaviour can make us feel stressed, anxious, depressed, exasperated and powerless. It is important to acknowledge those feelings. Then, you can try to build in some time each day to deal with them and unwind – cooking, walking, knitting, listen to music, talk to a colleague/friend. Seek practical support from colleagues around how to manage the situation in the classroom.

Are you setting too high standards for yourself?

Sometimes, when we put our all into looking after someone but have been rejected, abused or not listened to repeatedly, we reach a point where we feel negative thoughts about them. This is a normal reaction, and is called blocked care. In order to keep yourself and the child safe, you need to listen to these thoughts and seek further support; be compassionate to yourself and ask someone to step in.

School Staff Wellbeing Survey 2018

Most teachers said their work had a positive impact often or some of the time, but 19% said it never did.

11% said they would not approach anyone if they felt overwhelmed, and only a third said that open conversations are had about staff wellbeing.

You matter too.

You can make a difference
EVERY DAY

The study highlighted that Senior Leadership involvement is crucial. Schools should have a staff wellbeing policy, with clear information about where staff can go for support. More suggestions included: regular supervision (external, peer or otherwise), clear policies on managing behaviour, a consistent staff approach and training on mental health to improve staff confidence in their ability to help children who are struggling.

No-one should struggle in silence.

Always try and talk to your family, friends, colleagues, SLT or consult a GP if you feel you need more support.

The Emotional Health and Wellbeing Service can facilitate up to four staff support sessions over an 8 week period to get you started supporting each other and making changes. Call duty on 0300 555 5060 or email

The Education Support Partnership has a free helpline open 24/7, every day for school staff. This could be to listen or it could be to arrange coaching or counselling 08000 562 561 / www.educationsupportpartnership.org.uk

When asking for help, prepare beforehand:
- How do you feel?
- What makes you feel that way?
- What have you already tried?
- What might help?
- What do you need?
- Be honest.

HELP

What?

PACE is a way of thinking, feeling, communicating and behaving that aims to make a child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore.

It was developed by Dr. Dan Hughes, an American Psychologist who specialises in working with children affected by trauma. His work is mostly based on attachment theory, and aims to support professionals to gain the trust of the children they work with, so that they can help.

You can't teach children to behave better by making them feel worse –
Pam Leo, Connected Parenting

P layfulness

An open, relaxed, ready, calm, relaxed and engaged attitude. Diffuses difficult situations and helps to break down defensive walls.

A cceptance

Unconditionally accepting a child makes them feel secure and cared for. If there are... what is true for that child at that time, without challenging them.

C uriosity

Wondering what is behind a child's behaviour without judging them, creates a safe space for the child to explore their own behaviour and work with you.

E mpathy

A sense of compassion and emotional connectedness tells the child they do not need to do this alone, you are there to help and you want to help.

How?

The PACE approach is a brilliant model to keep in mind when having 1:1 interactions with children. It can be applied as a whole school approach by making sure all staff are aware of the benefits it can have. Consistency is always key, and PACE can help form trusting relationships between adults and children so you can work together to address a problem.

THEIR TRUTH

The Well of Understanding

Their World → Your World

PACE should be seen as an approach or an attitude, not as a strategy to change behaviour. "When PACE is used as a strategy, the acceptance is lost." – Dr. Kim Golding 2015 (co-creator of PACE). We need to remember each child is different, and behaviour is a way of communicating.

To find out more...

- https://childrensndpbubbles.co.uk/wp-content/uploads/2018/05/Digital-PACE-poster.pdf – downloadable, informative PACE poster for the staffroom.

- https://ddpnetwork.org/about-ddp/meant-pace/ - DDP Network full breakdown of PACE elements and why they are important.

- https://timgoulding.co.uk/backend/wp-content/uploads/2019/02/Parenting-in-the-moment.pdf – helpful model for responding to behaviour. This is aimed at parents but good for school staff too.

- Building the Bonds of Attachment (3rd ed) by Dan Hughes
- Attachment in the classroom by Heather Geddes
- The Emotional Health and Wellbeing Service offer training and staff wellbeing support sessions. To find out more call duty on 0300 555 50 60 or email ccs.ehw@nhs.net

Instead:

"Stop that! I'm a service and have to now."

"I've given you no reason to feel like that!"

"I just don't understand why this has come from."

"Now you're just lazy"

"Everyone has been complaining about you."

"I hope you're better behaved than yesterday."

Try:

"Can I just sit? Let me come back to this and have some fun..."

"We don't always know what to do with our feelings" or "No matter what happens, I won't give up trying to help."

"Help me understand, tell me what is going on." ... statements.

"Why do you think that's what happened?" or "Ok, what can we do next?"

"...something that is upset. How are something feelings, let's..."

"Today is a new start. Let's forget yesterday and work together."