Validating and labelling emotions

“I can see something has happened, I am here to help”

“could you tell me how you are feeling”

“it looks like you feel angry, when I am angry I also clench my fists and start to swear”

“would angry be right?”

“I can see that you are angry right now, I would feel angry too if that happened to me, it’s okay to feel like that”

“I am sorry to hear that”

Limit setting

“even though you feel angry, throwing objects at other children is not okay”

“we cant behave like that in this school because it isn’t safe to do so and I am concerned about your safety and others”

Problem solving

“this isn’t a safe place to feel angry, how about we go to your safe place and talk about it”

“what could you do next time you feel this way”

“how about next time we try this”

“you could choose to walk away, take deep breaths or visualise your safe place”