**Appendix (i)**

**Emotional Containment phrases…**

***(Coded messages: I am trying to understand you, I’m interested in you, I can hold your emotions, I’m invested in this relationship with you, I can contain how you are feeling right now, I can bear this with you)***



**It’s fine…**

*e.g. it’s fine, you don’t need to get upset, we can just can just go to Mrs Jenkins and tell her that you have forgotten your PE kit.*

**It’s not a problem…**

*e.g. It’s not a problem we can come back to that work and complete it during finishing off time.*

**It’s ok…**

*e.g. It’s ok we all make mistakes, and that’s how we learn from them. If you just put a line through it and write underneath it Mr piper will know and he will understand.*

**You’re letting me know that…**

*e.g. You’re letting me know that you are feeling angry because you were tackled with the ball and you got pushed on the floor.*

**You’re telling me that…**

*e.g. You’re telling me that you are sad and frustrated because you are finding the work too hard and you don’t understand. When you’re ready we can look at it together.*

**It seems that…**

*e.g. It seems that you are finding it difficult to do your work at the moment. I would like to understand why this is so I can help you. (Provide the child with take up time if they need it by saying when you’re ready I’ll be…)*

**You want me to know that…**

*e.g. You want me to know that you are feeling angry because you didn’t want to write those sentences in your book. When you have done those three sentences you can then play with the lego (Low stress level activity chosen using the first and then approach to their learning).*

**It feels like/as if…**

*e.g. It feels like/as if you might be feeling sad because you didn’t get to give mummy a cuddle before she left this morning?*

**…Let’s sort it out/ do it together…**

*e.g. You’re telling me that it’s too hard, and that’s ok, let’s sort it out/do it together*

**…We can fix this…**

*e.g. We can fix this together. When you’re ready you pick up the chairs and put the things back in the bin, and I shall help you put the tables back.*

**You can do this I believe you can/in you**

*e.g. you can do this, all you need to do is walk straight to Mrs May to pick up the work, and we will come straight back out to your work station.*

**I can understand that…has upset you/made you feel…because you thought/felt**

*e.g. I can understand that Mr Johnson has made you feel upset because you thought you were allowed to go out to play today but you are not allowed too. It would be helpful to let him know so he can talk to you about it. So can you find the words to tell him or do you want to do it together?*

**…I need to keep you safe**

*e.g. I’m staying in here with you because I need to keep you safe. When you are ready I’ll be over here.*

**I understand you need some space. When you’re ready...**

*e.g. I understand that you need some space. When you’re ready I’ll be over by the printer.*

**When you’re ready we can talk about it, I’ll be…**

*e.g. when you’re ready we can talk about it, I’ll be by Mrs Smith’s table sorting out the books.*

**Let’s think of a way you can let me know next time?**

*e.g. Let’s think of a way you can let me know next time? Could you think of a word you can use or could we make a card you could show me?*

**… we just need to keep you safe.**

*e.g. You can be angry, we just need to keep you safe.*

**…It’s ok you’re safe.**