

Therapeutic Behaviour Policy

Our vision for Barncroft Primary School is to be a hive of learning where everybody challenges themselves and is nurtured to become confident and respectful members of the community with the skills they need to achieve their dreams.

Should be read in conjunction with the Child Protection Policy, the Complaints Policy, the Safeguarding Policy, the Equalities Policy, the Suspension and Exclusion Policy and the Physical intervention Policy.

Document Information			
Reviewed by:	FGB	Created by:	SLT
Last Review:	April 2025	Responsibility:	FGB
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		Ratified by FGB:	
Signature (Chair of Governors):			

This policy outlines the purpose, nature and support we provide for behaviour at Barncroft Primary School in line with a therapeutic support approach to behaviour. Our vision is that everyone at Barncroft is valued, treated with respect, fulfils their potential and learns without limits, through an ambitious and inclusive curriculum.

Taking a non-judgemental, curious and empathic attitude towards behaviour is vital. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children displaying anti-social behaviours need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. All behaviour is communication or a form of information. Children's feelings are driving everything they do. They are unable to rationalise that without being taught and supported to do so. It is our role to recognise this and to help them regulate.

Roles and responsibilities

The governing board will have overall responsibility for:

- Using appropriate language when discussing behaviour
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy

The headteacher will be responsible for:

- Modelling appropriate language when discussing behaviour
- The monitoring and implementation of this policy and of the behaviour procedures at the school
- Establishing behaviour leads for raising behaviour and wellbeing support across the school
- Establishing high expectations of staff training around behaviour and mental health and supporting staff accordingly
- The day-to-day implementation of this policy
- Monitoring and supporting staff wellbeing so they are regulated

The SENCO will be responsible for:

- Modelling appropriate language when discussing behaviour
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy

- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support
- Communicating needs and contextual behavioural challenges of children to relevant staff
- Identifying where staff wellbeing needs support

The behaviour leads will be responsible for:

- Modelling appropriate language when discussing behaviour
- Identifying next steps for whole school training
- Signposting staff to relevant training
- Delivering TGMC training and supporting staff
- Reviewing classrooms and strategies regularly in line with the behaviour audit

Teaching staff will be responsible for:

- Using appropriate language when discussing behaviour
- Following every day habits within daily classroom practice
- Setting up and maintaining a calm classroom that enables pupil voice, regulation and is neuroaffirming
- Teach and model emotional and social skills
- Explicitly teaching and reviewing classroom routines
- Planning lessons that include engagement driven strategies
- Working with the SENDCo, behaviour leads and specialist professionals where unmet needs and big feelings have been identified
- Using consistent whole school strategies including the use of scripts, pathways and reflect and repair
- Using 'Connect the Dots' to actively identify the root of behavioural challenges and trial suggested TGMC strategies
- Communicating when their own wellbeing needs support

Agreed Language

The language used around behaviour is vital to get right. At Barncroft we only use these terms when discussing behaviour:

- A child is in crisis, dysregulated or distressed
- A child is presenting big feelings
- A child is connection seeking, not attention seeking
- A child has additional needs
- A child is disengaged not lazy
- A child is showing undesirable behaviours not unacceptable behaviours

School values and positive ethos

At Barncroft Primary School our values are supported by our 'Barncroft 5 Bees'. These form the pro-social behaviours that we expect to see across the school. They are:

1. Be kind
2. Be curious
3. Be resilient
4. Be aspirational
5. Be empowered

When children are noticed for displaying our school values, this is celebrated in the following ways:

- Earning stamps on their 5B card. This is celebrated in assembly and is published to parents.
- Earning house points for their school team. Children can be awarded house points by staff for positive behaviour. Weekly house winners will be celebrated in assembly. Weekly winners will receive a letter of the word 'TEAM' to be displayed in the hall. When a house team has earned all four letters, the children can wear non-school uniform for a day
- Children who demonstrate the 5 Bs in all aspects of school life will be eligible to nominate themselves for roles of responsibility such as prefects, school council, playground buddies or dinner hall helpers
- Sports Ambassadors are chosen to help supervise lunch time activities
- Headteacher awards are given to children who try hard with their learning
- Each teacher will choose two Outstanding Learners at the end of each term who will receive a personal letter. They will be invited to go on a treat trip

Class contracts

At the start of each academic year pupils construct a class contract for agreed consistencies, alongside their class teacher and any support staff working in the class. The class teacher should guide pupils, if required, to include prosocial behaviours that will contribute to a safe and productive learning environment. The contract should have no more than 5 – 10 agreed points. Examples might be, but are not limited to:

- I will listen carefully when my teacher or friend is talking
- I will work hard, even when I find the work challenging
- I will not hurt others with my words or actions
- I will look after the school and its resources
- If something makes me upset or uncomfortable, I will speak to a trusted adult
- I will move around the school sensibly
- I will be polite at all times and provide a good role model to others

Pupils and staff in the classroom must sign the contract and it must be displayed in the classroom and referred to where required. If a pupil does not fulfil the requirements of the contract, the adult in the room should refer to the 'Supporting All Learners' section of this policy. It is the responsibility of the adult in the room to support the behaviour of their pupils. SLT should only become involved in exceptional circumstances e.g. persistent anti-social behaviour or dangerous anti-social behaviour. For more information, see 'Steps of support' section of this policy.

Barncroft's therapeutic approach to behaviour

At Barncroft, we know long term behavioural change comes from developing internal discipline. Using a therapeutic approach, we teach positive behaviour in the following way:

Developing trusting relationships with staff, children and parents/carers

- We have clear expectations at the beginning of each school year which are highlighted and recapped throughout the year
- At the start of a new academic year, the main focus of this week is building positive relationships with all children as these relationships are essential to support positive behaviour
- This is started through a transition program that gives children the opportunity to spend up to a week with their new class and teacher before the summer holiday enabling children and staff to begin to get to know each other
- For our new reception children this will involve transition visits prior to their start date
- The promotion of positive relationships continues every day at Barncroft. Children and adults at Barncroft should feel safe, valued, respected and liked by all. Adults and children show kindness to each other, make connections, listen to each other and greet each other
- Soft start sessions throughout the day enable staff to guide children through often tricky transition points in the day and check in with children

Praise and positive reinforcement – 'catching children getting it right'

Positive praise and positive reinforcement is vital to supporting our behaviour ethos - flooding the positive behaviour in every classroom, 'catching the children getting it right,' for following our rules and showing our values is at the heart of our approach. We do this by:

- Positive facial expressions
- Thumbs up
- Displays recognising the effort children have put into learning
- Personalised strategies to prevent predictable behaviour
- Phone call home/at the classroom door
- See another member of staff/class
- Personalised compliments
- If an adult at school needs to talk to a child about behaviours that are not prosocial this will be done privately to avoid humiliation or giving too much 'air time' to anti-social behaviours

Responding as role models and using positive phrasing

- Children learn best from being surrounded by good role models. Adults in school **will always demonstrate consistent, calm adult behaviour.**
- We know that 'children can't be what they can't see,' therefore, all adults at school speak respectfully to each other, to children and about children

- We walk in the school building, listen to children when they talk to us and take time to teach children prosocial ways to behave, always linking this to our rules e.g. Thank you for holding the door open and showing respect
- Our curriculum has time built into it to allow us to teach children about their emotions and about how their brain works to support children in understanding how to deal with their emotions and how to support themselves when things get tricky
- We model to the children, often through talk, how we are feeling, how it is ok to have a wide range of feelings, and we show by example how being honest and talking through our experiences is a positive strategy

Consistency and consistent use of scripts

- By consistency we mean creating a culture and environment where children know that whichever adult they are talking to **the same expectations for behaviour are present and the way their behaviour is managed is the same**
- Staff may have reminders of this policy through email, teams, briefings or staff meetings
- New staff are given this policy as part of their induction and this policy is reviewed by staff and governors annually
- We know that by having some agreed scripts that are positively phrased and used by all staff across school, children are more likely to feel secure that the expectations for their behaviour are the same

Routines, repetition and structure with established clear and agreed boundaries/expectations

At Barncroft we believe, that to give children certainty and therefore a feeling of safety in their environment, anything that can be a routine, should be a routine.

- Having clear, predictable routines that all children are aware of will create a sense of feeling safe and prepared e.g. all classes will have a lining up order and seating plan
- We use visual timetables, clearly displayed in class, to share what the day is going to include
- Changes to a typical routine will be explained clearly to children. Social stories, communication with parents/carers, clear explanations, and now and next boards may be used with children
- To help children to feel safe, their educational environment needs to be high in both nurture and structure
- Use of soft starts and calm spaces/ boxes will be used

Transitions are seen as important and managed carefully for all children

- A nurturing approach encourages us to think about transitions in the widest context. Following holiday periods, between school years, moving class to class and even small transitions between activities in a classroom and from the playground to the classroom are all examples of transitions for young people
 - When a young person has experienced adversity, changes (even between task and space) can trigger feelings of threat and hypervigilance
 - We are mindful that changes in routine can be difficult for children and need to be carefully managed with preparation and support
 - Soft starts are used to support every day transition periods for our pupils
 - Routines are embedded so children know what to expect and what their role is

Comfort, forgiveness and restorative processes.

- If children feel safe, happy and respected they are more likely to display pro-social behaviours. They don't always get this right, and it is vital that when they do get it wrong they are given a fresh start. Every day is a new day. Adults need to forgive and model this forgiveness.
- During difficult and dangerous behaviours, they need to encounter adults who are calm and consistent who respond in a predictable, consistent, empathetic way and help them to co-regulate
 - Children need to learn to forgive themselves and others and we are role models for this. When a child is displaying difficult or dangerous behaviours, we remember this means they are ultimately not feeling safe or happy. We need to work out what the trigger is for this behaviour and try to de-escalate. Staff are expected to identify triggers and plan differentiated measures to reduce the likelihood of escalation
 - A child who has spent time in 'crisis' may need time to calm down before any educational natural consequence or conversation takes place, this may be the following day
 - Change of face, where one adult may replace another as the person leading de-escalation or distracting a child to de-escalate behaviours is a strategy used at Barncroft

Supporting all Learners

Everyday Habits (See Appendix 1 – Calm classroom essentials)

In order to support learners, the following things will be in place to ensure that the learning environment is supportive and enables them to learn:

- Routines are taught and consistent
- Use of visuals to support learning
- Use of a calm space/ calm box
- Use of soft starts three times a day and at any key transition points. This will include journaling.
- Desk check ins
- Supporting children to understand their emotions and what to do when they are experiencing big feelings

Steps of support - how we support children

Step 1 - Preventing Escalation

If children are struggling to join in with the learning or to follow what has been asked of them the following options may be used. To prevent escalation an adult must show consistent, calm behaviour while using the following strategies:

Micro choice:

- [Name of child]...put the pencil in the pot or on the table
- [Name of child]...sit on the chair or on the floor
- [Name of child]...work at that table or that table

Disempowering the behaviour:

- You can listen from there
- Come and find me when you come back
- Come back into the room when you are ready

The de-escalation script:

- [Name of child]... I can see you might be / are feeling annoyed/angry/upset.
- I am here to help.
- Talk and I will listen.
- Come with me and ...

The calm script:

- C – Connect with the child

We are both on the same team/ I care about you/ We are here to work

- A – Acknowledge the feeling

I can see/ I know/ I wonder if you are feeling angry/ upset

- L – Limit the behaviour

We can't/ I won't allow/ We don't...

- M – Move forward

- Why don't we/ How about/ Here are two options/ Let's do a pathway/ I have a plan..

Offering the use of the calm space

Directing the child to use the calm space to regulate using their pre-taught strategies.

Boundary Crossing – displaying persistent connection seeking, antisocial or dangerous antisocial behaviours

Boundary crossing is when a child is not following the school rules and is escalating despite step 1 being followed. These can typically be split into two types of behaviours. Connection seeking behaviours and antisocial behaviours. Examples of this can include:

Connection Seeking Behaviours	Antisocial Behaviours to Log on Arbor	Dangerous Antisocial Behaviours
• Leaving their desk without permission • Leaving the carpet during input/story without permission • Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc.) • Rocking on their chair • Calling out/talking to a friend • Not listening to instructions • Playing/fiddling with equipment • Shouting/ calling out • Answering back • Distracting other	• Refusing to complete the work set after support has been given. • Leaving the classroom without permission • Continued interruptions • Swearing • Lying • Damaging property/ pushing over furniture • Stealing	• Leaving the school building • Leaving the premises • Spitting at another • Physical contact with another • Physical or verbal bullying • Throwing furniture

Staff should strive to interpret antisocial behaviour as a communication of negative feelings and so should provide differentiation or support.

Assessing the need for additional support

Any anti-social behaviour as described above is logged onto our school Arbor system and reviewed during weekly behaviour meetings to identify the need for more support.

If connection seeking behaviours become persistent this is also logged onto our school Arbor system and reviewed during weekly behaviour meetings. We use professional judgement to define persistent behaviour for individual children appropriate to their individual circumstances.

Step 2 - What to do when a child shows boundary crossing behaviours

In any case of connection seeking or antisocial behaviour, always ensure that children are regulated before trying to engage them in their work and holding the boundary. Possible strategies that could be used to engage a child in their work include:

• Use of a personal pathway • Use of a script • Differentiated learning space/work station • Whiteboard to write • Timers • Task planner • Learning broken down • Scaffolds • Additional resources • Individualised timetable	• Now and next board • Limited choice • Brain breaks • Positive experience • Class job • Task differentiation • Adult support/Peer support • Learning intervention • Small group/paired learning
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If a child crosses a boundary, this boundary needs to be reinforced when the child is regulated. For example, if a child refuses to do their work, once regulated, they will need to complete the missed work.

As soon as possible after an incident, if all parties are emotionally ready, it is essential to talk with a child to safeguard their emotional wellbeing and help them reflect and progress. This process is known as reflect, repair and restore. The purpose of reflect, repair and restore is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, the child's behaviour may be influenced by anger, frustration, disappointment etc.

These questions can be used to guide the discussion:

- What happened?
- How were you thinking / feeling and how did it make others think and feel?
- Who has been affected and how?
- What can we do to put things right? (adults to ensure anything agreed is actioned)
- What have we learnt and how can we respond differently next time?

The schools reflect, repair and restore sheet can be used to support this conversation. (See Appendix 2)

Step 3 - Protective and Educational Consequences – if possible, must be carried out by the adult who was working with the child at the time.

At Barncroft, we only use consequences that are educational and protective. If a child is not managing to display pro-social behaviours, we need to teach the behaviour we want to see to support the child in the long term. This can be done by:

- A 'quick catch up'
- Reflect, repair and restore
- A natural consequence (clearing up a mess, mending something)
- Teaching something or practising something e.g. how to play in a team

If a child is displaying dangerous antisocial behaviours and is unable to regulate despite following the above steps, then this will require the child to take some time away from class to reflect and learn. Members of SLT will be available to support with this.

Examples of when this may occur include:

If a child has seriously disrupted the learning in class, then the protective consequence is for the child to have some time away from the class to reflect on the harm this is having on all the children, themselves and the teacher in the class. This time away should be used to regulate, reflect and to then return to class.

If a child has hurt another child in the playground, then the child needs a protective consequence of time away from the other child, either through moving to a smaller outside space or walking and talking with an adult about the impact of their actions and what can happen to a child if they are hurt. This time away should be used to regulate, reflect and return to the playground. It may be necessary for the adult to support this child by joining them on the playground.

Examples of protective and educational consequences

<u>Antisocial behaviour</u>	<u>Educational Consequence/ Protective consequence</u>
Aggressive shouting/ calling out disruptively Continued interruptions	Social story Comic strip conversation Conversation and exploration Rehearsing and practising Differentiated learning space
Swearing Answering back/ mimicking	Conversation and exploration Comic strip conversation Alternative strategies provided
Name calling	Conversation and exploration Comic strip conversation Teaching about empathy
Refusal to carry out an adult's request Distracting and or disrupting others learning Throwing small equipment	Natural consequence of work being completed at an alternative time Conversation and exploration Comic strip conversation Alternative strategies provided School rules project – what is kindness and respect
Damage to property/ pushing furniture over	Assist in repairs Potential payment for damage/ replacement
Stealing	Research the real-world implications

Physical or verbal bullying Physical aggression	Impact to those affected through a conversation Restorative conversation – reflect, repair and restore Possible need to have playtime in smaller supported group/ escorted by an adult Differentiated teaching space
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All incidents of racism, sexual harassment or if they are a danger to themselves or others MUST be reported to SLT.

Persistent Anti-Social Behaviour - A child working outside our behaviour policy

If a pupil's behaviour continues to be difficult or dangerous, then there is a further need for a consistent response as the child is not managing to work within our behaviour policy and needs their own agreed plan. At Barncroft, this is known as a positive response plan and is informed by conversations with the child, the class teacher, SENCO, parents and outside agencies if necessary. They are regularly reviewed and adapted as required.

Communicating and recording

We record some incidents using an online tool called Arbor, these are then reviewed at our weekly behaviour meeting. Any physical incident, verbal aggression, racial discrimination, bullying, homophobic, gender discrimination, sexual violence/harassment is recorded on CPOMS.

This is recorded in the following way:

Trigger – Shortened to T

T - learning/unknown /incident with a friend

Please don't ever write no trigger, as there will always be a trigger, we may not always be able to see a thought a child has or know a smell/word/sound that triggers them from something in their past. The child may also not know. To us they may seem fine but remember there is always a reason for communicating through their behaviour. If the trigger is not known write unknown.

Primary Behaviour- shortened to PB

PB – leaving class

Secondary behaviour – shortened to SB

SB – swearing, running away, hitting a child, shouting at an adult, shouting at a child, throwing objects around the room, tipping chairs, tipping tables

Action – shortened to A

A- A comic strip conversation, tidied the room, wrote an apology letter, repaired the wall

Full example:

T – maths learning

PB – shouted out

SB – ran out of class, no response to adults, encouraged another child to come too. Lasted for 1 hour

A – comic strip conversation with a focus on impact on others.

Communication with Parents and Carers

We work closely with parents and carers to enable them to engage with school to support their child, as we know that successful joint working between the home and school leads to much better outcomes for our children. Through protective

and educational consequences, we aim to teach children to manage their own feelings and learn from their mistakes. It is our aim that they will develop strategies to enable them to self-regulate.

Parents will be informed of concerns early on by the class teacher and incidents of unsocial or antisocial behaviours will be communicated to parents. We ask families to openly communicate behaviours or events from home so that we can offer support to their child in the most informed and effective way. When progress is limited, we ensure parents continue to be informed and included through review meetings, led by the SENCO or behaviour leads or another member of the senior leadership team, to monitor and track progress. These are an opportunity to share positives about a child, areas that need improvement and strategies in place to support. This may be just a meeting to track progress or include a risk reduction management plan or positive response plan.

We expect parents to attend these. We also have a school family worker who works with families to support them in a range of ways. We support parents to engage with the school family worker if offered as this can have a positive impact.

Fixed Term Suspension

If a child continues to show the behaviours indicated below despite support being put into place, it may be that a fixed term suspension is required. This is only ever done as a last resort. Below are examples of behaviours which are likely to lead to a suspension:

- a) Physical assault
- b) Threatening behaviour
- c) Damage to school property
- d) Dangerous behaviour

Parents/carers are expected to attend a meeting in person in school with a senior leader following any suspension. This meeting will review the behaviours causing the suspension and agree clear action the child will take to avoid any repetition of this behaviour. This meeting is important and parents/carers should make themselves available for the meeting in order to support a smooth reintegration to school. Please see our Suspension and Permanent Exclusion policy for further information.

Permanent Exclusion

Only the headteacher, or those deputised to do so, can suspend or permanently exclude a child from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort. A decision to suspend or exclude a child will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the child to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a child, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the child to give their version of events
- Consider whether the child has special educational needs (SEN)
- Consider whether the child is especially vulnerable (e.g. the child has a social worker, or is a looked-after child (LAC))

Please see our Suspension and Permanent Exclusion policy for further information.

Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for headteachers, staff and governing bodies'. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil)
- an article specified in regulations:

- tobacco, cigarette papers, vapes
- fireworks; and
- pornographic images.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

Behaviour outside of school premises

Parents are responsible for their children's behaviour outside of the school premises. The school would not normally choose to sanction behaviours occurring outside of school or school trips. However, in some circumstances the school may choose to sanction poor behaviour that happens beyond the school gate, including on-line conduct. This behaviour may include:

- When taking part in a school organised activity
- Travelling to and from school
- When wearing school uniform
- Behaviour that has implications for the smooth running of the school
- Behaviour that poses a threat to another student; or
- That could adversely affect the reputation of the school.

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment off-line or on-line, the school will follow the safeguarding principles set out in Keeping Children Safe in Education (KCSIE). The Designated Safeguarding Lead (DSL) will contribute to the school's response and will review each incident on a case by case basis.

Behaviour incidents on-line

The school expects the same standard of behaviour on-line as in person. Where online incidents occur outside of school, parents are responsible for this behaviour. However, where these incidents impact the safe and smooth running of the school, directly impact school culture or poses a threat or causes harm to another student, the school reserves the right to sanction students and to involve the police. Please refer to our Child Protection and Safeguarding policies.

Suspected criminal behaviour

In cases where school staff suspect criminal behaviour, school staff will report the incident to the police. They will do so by gathering enough information to establish key facts of the case before reporting and passing to the police. We reserve the right to complete in-school investigations and issue school sanctions as deemed necessary in line with our behaviour policy.

Appendix 1

Establishing a calm classroom

All classrooms are committed to:

- Basic needs being met
- Classroom management systems are in place
- Well-being is at the heart

This sets children up for success. We do this by:

- Every child having a chair/place
- Every child can see the board
- All children being able to move and sit comfortably
- All children having a carpet/ table space
- Carpet organisation
- Name labels are used
- Belongings organised
- Pupil equipment organisation is clear
- Book organisation is clear
- Educator organisation is clutter free

Wellbeing is supported by:

- Calm space or calm tools available

- Well-being desk check-in's
- Fonts are readable
- Visuals are used as much as text
- Clutter free
- Purposeful colours
- Access to natural light
- Access to nature where possible
- Pupil belonging displays
- Visual timetable

Classrooms are neuroaffirming by:

- Providing additional space for pupils where appropriate
- Noise cancelling headphones where needed
- Mindful of light
- Mindful of temperature
- Mindful of noise
- Chair bands where possible
- Sensory tools are available
- Wobble cushions are available
- Supportive tools are accessible

Reflect and Reset



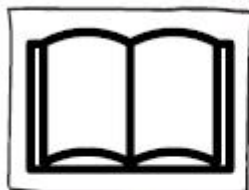
What happened?



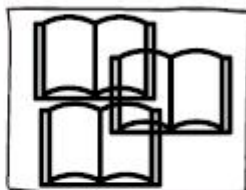
How were you feeling?



What was the impact of your choice?



I stopped myself from learning



I stopped others from learning

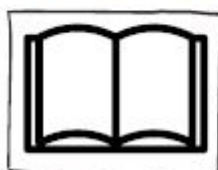


I feel sad

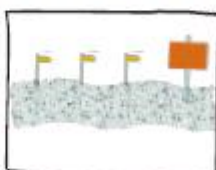


I have made others feel sad

What can we do now?



Finish my work



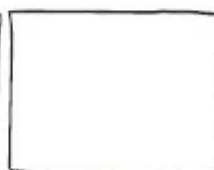
Create a pathway together



Try a Now, Next, After



Talk to someone involved



Something else