Bledlow Ridge School

Behaviour Policy

Date agreed: September 2025

Review date: September 2026

This policy should be considered along with the Child-on-Child Abuse Policy, Antibullying Policy, Child Protection Policy and the Exclusion Policy.

Introduction
At Bledlow Ridge School, we want every member of the school community to feel valued and respected. We are a caring community, whose values are built on mutual trust and respect for all. We believe that children learn best when behaviour is good and that by teaching positive behaviours we can make a difference.

Our Behaviour policy is designed to create an environment where positive behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

It echoes our core values (Confidence, Curiosity, Empathy, Health, Resilience and Respect) with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and positive interactions that support staff and learners. Our policy is underpinned by the principles of Therapeutic Thinking (see below).

We recognise that some conditions e.g Autism, do affect a child's ability to adhere to behaviour guidelines. We are committed to making reasonable adjustments and individual plans to ensure that any pupil with SEND can be fully included in our teaching and learning of positive behaviour. However, as a school we are clear that we do not have lower expectations of any pupils, regardless of circumstance.

Guidelines
1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that the overwhelming majority of children behave appropriately and make good choices.
2. We work closely with parents to support our Behaviour policy and we will share it with them.
3. Behaviour is learned, just as Maths and English are, and so opportunities to teach *pro-social* behaviour will be built into our planned curriculum.
4. Staff are involved in formulating policy and are fully trained to implement it.
5. Staff will work closely with the Headteacher and the Deputy Headteacher to ensure that pupils at risk receive specialist support when necessary.

What is Therapeutic Thinking?
The Therapeutic Thinking approach is characterised by an inclusive culture, where positive experiences create positive feelings and these feelings create prosocial behaviour.

Therapeutic Thinking focuses on how all children are supported, particularly in terms of their emotional wellbeing and mental health. The approach also helps to develop an understanding of how to respond to those who may be communicating through inappropriate behaviours.
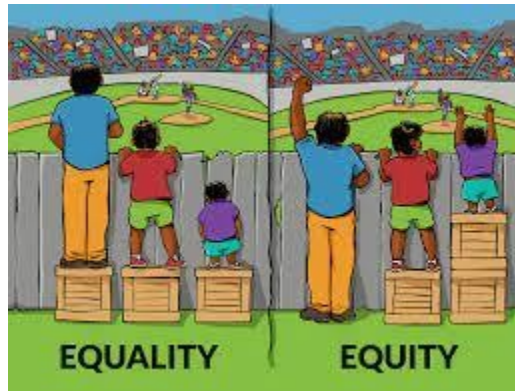
Aims
We aim to:
- Create a calm, orderly and purposeful learning community that supports individual progress and high standards of behaviour
- Foster a culture of positive (pro-social) behaviour: for learning, for community and for life
- Ensure that all children are treated fairly, shown respect and to promote good relationships
- Help children self-regulate their behaviour and be responsible for the consequences of it
- Build a community that values kindness, care, respect and empathy for others
- Encourage children, staff and parents to have a sense of pride and ownership in their school

Expectations

At Bledlow Ridge School Primary School, we have high expectations of children's work and behaviour and provide pupils with what they need to succeed in their learning. We endeavour to create a culture that inspires a love of learning through emotional and social intelligence, self-discipline and respect for others. This is reflected in our values.

The whole school, children and adults work towards upholding the school's values of
Confidence Curiosity Empathy Health Resilience Respect

Equality and Equity

Equality is treating everybody the same.
Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what is needed to achieve success.
At Bledlow Ridge School, we advocate for each child to receive the resources, experience, appropriate interventions and support in their learning to achieve their full potential.

Equity = Equality

Types of Behaviour

We recognise that behaviour can be a mixture of both conscious and subconscious thoughts/actions.

Subconscious behaviour – unable to moderate or self-regulate

Conscious behaviour – unwilling to moderate or self-regulate

Predominantly, conscious behaviours serve the individual well enough to encourage them to use the behaviour, despite any known potential consequence or punishment associated with the behaviour.
Predominantly, sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling, such as being overwhelmed with frustration, anxiety or depression.

Pro-social behaviour is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people, and which benefits other people or society. The best examples include a demonstration of our school values. Pro-social behaviour will be recognised and celebrated by all staff.

Unsocial behaviour is often low-level behaviour that is not to the detriment of others. It can also be seen as not enjoying or behaving sociably in the company of others.
Examples include; not listening to instructions and refusing to get complete work set. Unsocial behaviour will be addressed by class teachers.

Anti-social behaviour can cause harm to an individual, group, community or the environment. It is likely to cause injury, harassment, alarm or distress, and could infringe the rights of another person.
Examples include; answering back, name calling, refusal to carry out an adult's request, distracting others, disrupting others' learning, throwing small equipment, pinching, pushing, hitting etc. Anti-social behaviour will be addressed by class teacher and a member of SLT will be informed.

Dangerous behaviour is anti-social behaviour that causes serious physical harm to another child/adult or the child concerned. Examples include; leaving the school premises without permission, throwing furniture and aggressive behaviour.
Dangerous behaviour is likely to need support/intervention from the Deputy Headteacher or Headteacher.

Unsocial behaviour	Antisocial behaviours	Dangerous antisocial behaviours
Calling out Interrupting another member of the class or teacher Fiddling with equipment Answering back Swinging on chair Leaving desk/carpet without permission	Aggressive shouting Swearing Name calling Lying Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing equipment/items Leaving the classroom without permission Damage to property Stealing	Leaving the school building Leaving the premises Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching pushing over/throwing furniture Physical or verbal bullying (see anti-bullying policy for definitions) Hate incidents- disability, race or ethnicity, religion or belief, sexual orientation, or transgender status.

We recognise that all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state, possibly due to factors outside of school.

Pro-social Behaviours

This grid sets out the expectations we have of everybody in our school. In addition, teachers work with their classes to discuss in detail how these are applied in practice. We manage the development of internal discipline to gradually replace external discipline using an approach based on self-direction and self-motivation.

We expect children to:	We will teach pro-social behaviour by:	If these expectations are not met we may:
• Be ready to learn • Actively engage in their learning by listening, questioning, responding & thinking • Respect and respond positively to feedback about how to improve and develop • Work and play with other pupils cooperatively and respect different opinions • Communicate with other pupils and adults in a respectful way • Learn to recognise and take responsibility for their own feelings and behaviour • Walk quietly and safely around the school • Be responsible for their belongings • Adhere to our uniform policy • Respect the school by keeping it tidy • Not physically or verbally hurt others	• Relationships - getting to know our children and families really well as the more we know about a child, the more therapeutic we can be • Role modelling and teaching the required pro-social behaviours • Being consistent (equity) • Having routines (with flexibility for individuals) • Recognising, praising and rewarding prosocial behaviours • Feedback and recognition (especially when something has not been asked for) • Forgiveness and understanding - every day is a new start and tomorrow can be different • Allowing time for unsocial and low-level behaviours to stop without attention • Using positive language that reflects what the pro-social behaviour we would like to see • Delivering a curriculum that is relevant, challenging and engaging • Providing prompts and reminders – visual and verbal e.g Zones of Regulation • Using PSHE lessons to teach behaviours for learning • Modelling and teaching pupils positive ways to deal with differences of opinion or conflict • Encouraging pupils to be polite and confident in responding to other pupils • Restorative practice that follows up the un/anti-social behaviour	• Give a reminder, positively phrased, about what is expected • Use a graduated response to give a logical consequence relevant and proportional to the pupil's action • Use behaviour scripts to caution, and restorative conversations to express feelings whilst reinforcing behaviour expectations Log behaviour *on CPOMS** • Inform Parents/Carers as necessary • Provide structured playtimes to support pupils who do not meet playtime expectations • Create an Individual Behaviour Plan • Make referral for support from other agencies (See also Anti Bullying and SEND policies)

We recognise that:

- There are always reasons behind why a child is unable to learn effectively and displays behaviour that is affecting learning
- Behaviours that hinder learning for an individual can also hinder the learning for other pupils
- The needs of pupils are all different and we will provide consequences personalised to individual pupils and focus on supporting the pupil's needs
- Additional support may be required from outside agencies

CPOMS – Child Protection Online Management System

Rewards

Often the most effective reward for work well done or a positive approach to something is a verbal comment from an adult. As a school, we seek opportunities to praise and thank pupils for their positive actions, including by reflecting on how pupils might meet or exceed the Bledlow Ridge School expectations.

We will recognise and reward pro-social behaviour through:
- Verbal and non-verbal praise   - House points/Dojos recognise children demonstrating our School Values   - Headteacher Award recognises excellence in learning and/or positive role models   - Weekly 'kindness' certificate given in assembly   - Pro-social behaviour box in the school hall where any member of the school community can write a message about another child/staff member to celebrate pro-social behaviour   - Praise in front of peers/adults, e.g assembly   - Positive postcard home   - Pro-social sticker given out to pupils by staff when pro-social behaviours are shown.

Consequences

An important part of the school's role is to help pupils make appropriate choices about their behaviour and ensure that high standards of behaviour and safety are maintained. Consequences can be a good way for children to learn from their behaviour.

- Consequences do not work in isolation and should be balanced with positive support
- Consequences do not have to be severe to be effective
- Consequences should aim to resolve and 'put right' the initial unsocial or anti-social behaviour
- Parents will be informed of more serious incidents

Logical consequences

A logical consequence is something given from the adult/parent/carer and respectful to everyone involved. It should be related to the behaviour, age and stage appropriate, be kindly and firmly enforced and be reasonable from the child's point of view, as well as the adult's. Examples could include:

- Children who have deliberately made a mess in the classroom will have the opportunity to tidy it up
- A child who has wasted learning time in class will be encouraged to catch up with their learning at an appropriate opportunity
- A child who has been rude to another pupil will choose how to make amends

Educational consequences (educating behaviour)

An educational consequence helps children develop new skills or new ways of thinking through discussion, debrief activity or rehearsing related to their unsocial, anti-social or dangerous behaviour. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Protective consequences

A protective consequence is an action that will ensure that no further harm (physical or emotional) occurs in the short term. For example, separating a child from the situation particularly if they remain dysregulated.

The Behaviour and Consequence table (Appendix 1) is used in all classrooms and around the school to consistently reinforce prosocial behaviour and to apply logical consequences. The most appropriate consequence is one designed to put matters right and to encourage better behaviour from that child in the future.

Internal Suspension
An internal suspension may involve the child spending time away from their class in another part of the school to protect themselves or others. Teachers will set appropriate work for children to complete during the internal suspension. The school will explore what extra support might be needed to identify and address the needs of children to reduce the risk of a fixed-term suspension.

Fixed-term Suspensions

Fixed-term suspensions are permitted by law as a tool for maintaining a safe learning environment. Where appropriate, any decision to suspend a pupil for a fixed period will be taken in consultation after the Head Teacher (or Deputy Head in their absence) has given due consideration to all factors concerning the individual case. It will be made clear to the individual that s/he is still valued but that the extreme behaviour cannot be accepted for reasons of safety and/or the well-being of other children and adults. In all circumstances, the school will follow the DfE guidance see https://www.gov.uk/government/publications/school-exclusion

Permanent Exclusion

In exceptional circumstances, it may be appropriate to permanently exclude a child from Bledlow Ridge School. This decision will be considered as a last resort where it is felt that a child's continued attendance at the school would seriously harm the education or welfare of other pupils in the school, or in cases of serious or persistent breaches of this policy. Any decision will be taken in consultation with the Governing Board, and in line with the government guidance.

Use of Reasonable Force

We have several members of staff who have been trained using the positive behaviour management strategies called Step Up Training. The training included verbal and non-verbal de-escalation techniques for dealing with difficult or dangerous behaviours, which reduce the need for physical intervention. As a last resort, the training also taught positive handling techniques to resolve conflicts in ways that are safe, and which provide opportunities for repair and reflection for everyone involved.

In exceptional circumstances, staff may use reasonable force to restrain a pupil to prevent them:
  • Damaging property
  • Hurting themselves or others
Incidents of physical restraint will: Always be used as a last resort

- Only be used by trained staff
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Be recorded and reported to parents
- Never be used as a form of punishment

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models.
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting pro-social behaviour: "treat others as we would like to be treated".
- Facilitating learning about relationships and behaviour.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.

The Governors and Headteacher are responsible for:

Monitoring and Evaluating the impact of the Policy.

The SLT are responsible for:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

The staff are responsible for:

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour.

- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Ensuring activities in PSHE lessons are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording behaviour incidents on CPOMs

Parents are responsible for:

- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Agreeing to and signing the Home School Agreement when their child joins the school.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Pupils are responsible for:
- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.

Appendix 1

Type of Behaviour	Consequence
Unsocial (low level) behaviours. Calling out Interrupting another member of the class or teacher Fiddling with equipment Answering back Swinging on chair Leaving desk/carpet without permission	**Reinforce in a positive way to the children showing pro-social behaviours.** 'Thank you for being enthusiastic'. 'Thank you for having an answer'. 'Thank you for sharing with your partner'. **Use a question to question behaviour** Is this an appropriate behaviour? Does this behaviour reflect our school values? Is this a good choice? Do you think you could make a better choice?
Repeated unsocial behaviours	Adult will make it clear that any work not completed now will need to be completed in their own time. Children may be asked to complete their work in another classroom or outside their classroom. A restorative conversation will take place with the teacher or TA. What happened? What were you thinking at the time? Who has been affected by what you did? What do you think should happen next?

Antisocial Behaviours
Aggressive shouting
Swearing
Name calling
Lying
Refusal to carry out an adult's request
Distracting and/or disrupting others' learning by shouting, banging, making noises
Throwing equipment/items
Leaving the classroom without permission
Damage to property
Stealing
	Use restorative conversation – as above
	Staff member who observed/dealt with incident to record on CPOMs
	Link consequence to action:
	  • incomplete work must be completed
	  • apology/restoration if someone is hurt or upset
	  • time to practise following an instruction
	  • tidy/clean up an area

Dangerous Antisocial Behaviours
Leaving the school building
Leaving the premises
Spitting (directly at another)
Pushing aggressively
Scratching
Pinching
Hair pulling
Hitting
Kicking
Fighting
Biting
Punching
pushing over/throwing furniture
Physical or verbal bullying (see anti-bullying policy for definitions)
Hate incidents- disability, race or ethnicity, religion or belief, sexual orientation, or transgender status.
	Incident reported on CPOMs and SLT informed
	Incident reported to parents
	Consequence linked to action:
	  • limit to outside space
	  • restricted activities
	  • escorted in breaktimes
	  • differentiated teaching space
	
	In some extreme cases reasonable force may be required (see policy) or exclusion may be considered.

While the school promotes a consistent approach to behaviour for all pupils, we recognise that some children may require additional support to manage their emotions and behaviours effectively. In such cases, an individual Therapeutic Behaviour Plan may be put in place. It outlines tailored strategies, routines, and interventions that help the child feel safe, understood, and supported, with the aim of enabling them to thrive both socially and academically. These plans are reviewed regularly and adapted as needed to ensure they remain effective and appropriate.	

Appendix 2

Caution - Script

I noticed you are choosing to …

This is a problem because…

I expect you to…

Do you remember last week when you…

Can you make a better choice?

Thank you

Reparation - Restorative conversation script including Zones of Regulation

What happened?

How did you feel before/while it happened?

How did you feel after it happened? What have you thought since?

Who was affected?

How did it make the other person/people feel? Did it move them into a different zone?

What should we do to put things right?

What could you do next time to stay in the green zone?

Appendix 3

Therapeutic Behaviour for excellent teaching and learning – One page summary

Prosocial behaviour for learning is underpinned by relationships, lesson planning and positive recognition.
The School Values should be on display and referred to in conversations around conduct.

Consistencies – at Bledlow Ridge School we;

1   Model positive behaviours and build relationships.
2   Deliver lessons that engage, challenge and meet the needs of all learners.
3   Use a system for positive recognition in each classroom throughout the lesson.
4   Refer to School Values in conversations about behaviour.
5   Be calm and give 'take up time' when going through the steps. Prevent before consequences.
6   Follow up every time, retain ownership and engage in reflective dialogue with pupils.
7   Never ignore or walk past poor behaviour.

<u>Zones of Regulation</u>

Appendix 4

Unsocial behaviours				
Behaviour	Positive Phrasing (including distracting/re-directing)	Limited choice	Disempowering the behaviour and/or de-escalation	Protective or Educational consequence
Leaving their desk without permission	'Stay seated in your chair… (name).' 'Who else can I see sitting well at their desk?'	'Are you going to sit on your own or with the group?' (repeat). 'Would you like to sit on the chair at this desk or that desk?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to…. before you go out to break.'
Leaving the carpet during input/story without permission	'I can see you may not be comfortable there but stay seated until we have finished.'	'Would you like to sit in your carpet space/at your desk, or next to me?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to…. before you go out to break.'
Refusing to complete the work set	'I know you want to do …… first I need you to ….., then you can …..' 'Can you tell me…./show me ….?'	'I can see you are not ready to do Maths now, so we can do ….. or …. and come back to Maths when you are ready.' 'Let's see if we can do this in the book corner?' 'I wonder if we will be faster at the table or book corner? (repeat) 'Are you starting your work with the words or a picture?' (repeat) 'You can work with a friend or on your own.' (repeat)	'You can choose to finish it later.'	Rehearsing and practising Completing tasks Differentiated curriculum – possibly practical and creative activities to encourage engagement in class
Refusal to do PE	'I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit.' (repeat).		'You can do a lesson with the other class later if you would like to?'	'Before break, we will talk about the bits you find difficult in PE.'

Not listening to/ following instructions	'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?' 'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.'		'You can choose to have another go later.'	'We will check you understand how to…. Before you go out to break.'

	'Fantastic listening from…. I like the way you are staying still and listening so you can follow my instructions.'			
Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)	'I can see you are choosing to read/draw now rather than join in. If you do this….. first, then you can draw/read after that.'	'You can choose to do this now or later'. (repeat)	'You can choose to do this later if you would like to when the others are doing…..?'	'We can check you understand what to do before you go out to break.'
Rocking on their chair	'Put the 4 chair legs on the floor.'	'Do you want to sit on the chair or the carpet?' (repeat)		'We may need to practise how to sit on the chair safely before breaktime.'
Calling out/talking to a friend	'We are taking it in turns to listen. Who else can I see listening carefully?' 'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'			'We can check you understand what to do before you go out to break.'

*Playing/fiddling with equipment	'I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others.' 'Put the ruler/rubber/pen on the table.'	'Put it on your table or give it to me.' (repeat)		*(Some children may need to do this when listening – if they are not disrupting they may need to be given a fiddle toy)*
*Not sitting 'appropriately' for learning	'You need to sit up to your desk for this lesson because….. (eg it will help your presentation/ show me that you have understood the instructions), later for storytime you can ……… (eg sit in your favourite way.)'			*(Some children may find it very difficult to sit still and crosslegged on the carpet or up straight on a chair – try and offer times when they choose their best listening position and offer this on occasion eg storytime)*

Anti-social behaviours				
Behaviour	**Positive Phrasing (including distracting/re-directing)**	**Limited choice**	**Disempowering the behaviour and/or de-escalation**	**Protective or Educational consequence**
Continued interruptions Aggressive shouting/calling out disruptively Answering back/mimicking	'I can see that you are not ready to learn. When you are ready we can talk about the learning before you go out to break.' 'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?' 'I can see you know the answer but at the moment it is ……'s turn to share their thoughts.'	'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or ……?' (repeat).	If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation. If it is being done to disrupt others then use the phrasing and choices. Ignore and speak later to individuals.	Conversation and exploration
Swearing Name calling Lying	'I can see that you are not happy at the moment.' 'I can see you are upset.' 'We can talk when you are ready.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat). 'We will carry on when you are ready.' 'We can talk when you are ready – who would you like to talk to, me or ……?' (repeat when calm)	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	Conversation and exploration 'Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.'
Refusal to carry out an adult's request	'Put the pen on the table.' 'I can see you are not ready to do this right now.' 'I can see something is wrong, if you want to talk I will listen – I am here to help.'	'Walk with me, to the library or the book corner.' (repeat)	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	Rehearsing and practising Completing tasks

Distracting and/or disrupting others' learning by shouting, banging, making noises	'I can see that you are not happy at the moment and you are not ready to learn/play.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat).	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	Rehearsing and practising Completing tasks
Leaving the classroom without permission	'I can see that you are not happy at the moment.'	'Come back into the room when you are ready and we can talk here or with ……. who would you like to talk to, me or …….?' (repeat). 'You can come and find me when you are ready.'	I can see you are not happy at the moment. When you are ready to come back to class, I will listen.' (then ignore until they are ready as long as another adult is in the vicinity).	Educational opportunities – identify early warning signs for needing to leave Creation of a 'safe space' in the classroom if staying in class is difficult
Damage to property	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat).		Assisting with repairs or planning the repairs
Stealing	'I can see that you have taken something that doesn't belong to you.'	'When you are ready to return it, you can give it to me or put it in the box.' (repeat).		Research the real world implications