

Behaviour for Learning Policy

North Leigh CE Primary School



Valuing Everyone in our school, in our community, in our world.

This policy was updated in May 2025.

The policy must be reviewed and updated at least every 36 months.

All children are provided with equal access to the curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

The impact of this policy on staff workload has been considered.

Signed *Ben McPherson*
Headteacher

Sophie Warner
Chair of Governors

Date *12 May 2025*

Behaviour for Learning Policy

Agreed: May 2025

Next review date: May 2026

Context

North Leigh CE Primary School has high expectations of its pupils. Our aim is to provide an education that brings out the best in every child, that builds on their strengths, enables them to enjoy and extend their own learning and helps them to become motivated and successful. We aim to work with children to support and encourage them to build positive relationships with others and work effectively within a team so that they grow into confident citizens valued for the contribution they make to society.

In working towards this aim, we recognise that promoting good behaviour is the responsibility of all stakeholders within the school community and believe that our Christian values will help to create a culture where the beliefs and attitudes of everyone support the positive behaviours necessary to maintain an effective learning environment.

Aims

Our Behaviour for Learning Policy at North Leigh aims:

- To create a positive climate, placing greatest emphasis on praise and reward and less on criticism and sanctions
- To create a school community which is safe, purposeful and a happy environment for effective learning, based on high standards, shared values and a clear understanding of the behaviour expected
- To foster mutual respect and caring attitudes where all achievements are acknowledged and celebrated
- To help pupils develop responsibility for their own behaviour and grow into self-disciplined young people who show respect for themselves and others
- To manage pupil's behaviour effectively by a whole school approach to behaviour management which is clearly understood by pupils, parents and all staff
- To make boundaries of acceptable behaviour clear and ensure children feel safe
- To promote good behaviour focusing on the individual making 'good choices'.

Principles into Practice

In attempting to achieve these aims we will promote:

- A consistency of approach at all times
- Fair treatment for all
- The development of appropriate behaviour by all according to the situation – individual, small group, class, whole school – both in and out of buildings
- Consideration for others
- Having regard for the safety of oneself and others
- Sensitivity to the needs and feeling of others
- Self- control - the taking of responsibility and being accountable for one's actions
- Independence and maturity in children by gradually increasing responsibility and trust
- High expectations that are realistically aligned with a children's academic and social abilities.

Additionally, we will foster good relationships in school:

- Through good models of adult behaviour – including teachers, support staff, governors and parent
- Through judicious use of praise
- By nurturing self-esteem
- By ensuring children are well motivated by the enthusiasm of their teachers
- By using creativity, wit and good humour to help pupils enjoy their work
- By employing a variety of teaching methods to meet the many differing needs of our pupils
- By actively involving all children in their learning
- By treating children fairly and having their problems and complaints listened to.

School Rules

We believe that all children have the right to work and play in a safe, nurturing and purposeful environment and that in order to achieve this all members of the school community need to be clear on the behaviours which are acceptable and expected. To this end, our school community has discussed and agreed the following rules – named **North Leigh School Rules** - by our School Parliament:



These rules will form the basis of all of our discussions with children regarding their behaviour choices, when children will be asked to consider which of the rules they have violated and how they could have made a different choice and what they now need to do in order to help remedy the situation.

Rewards

We recognise that high standards of behaviour and good relationships are also supported by recognising positive behaviour and attitudes. Many children display positive behaviours and attitudes to learning as a matter of course and we actively seek to acknowledge and reward these children. Positive behaviour recognition will always be the first choice to manage behaviour effectively.

Children who demonstrate positive behaviours and a good attitude to learning will be recognised through a range of ways:

- Verbal praise from an adult, 'I like the way that you have..., 'You have really shown our value of ..., ' and 'You have gone above and beyond by...' and/or sticker (age-dependant)
- A house point
- Name written on the recognition board in the classroom
- Star of the Week award/Values award

Alongside this, appropriate positive behaviour choices, good work, effort, care and consideration for others will be rewarded in a variety of ways:

- Approval by peers or members of staff through the awarding of a Values Leaf
- Conferring responsibilities – special helper etc
- Displaying children's work.

Continued Promotion of Good Standards of Behaviour

In order to promote good standards of behaviour throughout the school community, the school will:

- Always work to gain consensus amongst staff, pupils, parents and governors on issues of behaviour, sanctions and rewards
- Actively seek parental support for maintaining standards by explaining the school policy before children join school and asking them to sign a Home School Agreement
- Explain the policy of behaviour management, including the concepts of choice, self-discipline and consistent sanctions to pupils and parents, setting out our behavioural standards in the context of maintaining a safe, purposeful and happy environment
- Use our School Vision, Collective Worship, circle time, PSHE, rewards and responsibilities to promote shared values and respect for each other and to celebrate children's positive attitudes to learning and behaviour
- Undertake regular reviews of the Behaviour for Learning Policy and where necessary, provide training for staff in effective behaviour management.

Sanctions and Consequences

The **North Leigh School Rules** are the agreed code of conduct for behaviour within school. We recognise that it is equally important that the consequences of failing to meet this code are consistent throughout school and understood and agreed by the whole community.

To support behaviour, displayed in all classes, along with the **North Leigh School Rules**, are the school's values, a Recognition Board and a reminder for the expected learning behaviours - SLANT (**S**itting up, **L**eaning forward, **A**sking and answering questions, **N**odding of the head to show understanding, **T**racking the speaker).

To support positive behaviour choices, teachers will use the following sanctions and consequences:

- A non-verbal cue to refocus
- A reminder of expectations by recognising good behaviour through the use of recognition boards
- Redirecting behaviour and reiterate expectations by referencing the school's three rules
- Thinking time in a quiet space (either the classroom or a middle area between rooms)
- Thinking time in another classroom
- Missing some free time
- Time with a member of the Senior Leadership Team
- Time with the Headteacher
- An internal exclusion
- A fixed-term suspension
- Some children will have a behaviour plan for individualised support.

The teacher or adult dealing with the behaviour will have a restorative conversation with the child when they are ready to have it; this can be done either after 10 minutes, during the lesson or at the end of the lesson.

North Leigh CE Primary School recognises that occasionally, poor choices for behaviour are made by children. As a result, there are clear steps for managing different levels of behaviour. Adaptive strategies and provision will be in place through a behaviour plan, created by the class teacher, for those children who require additional support.

There are two guiding principles for consequences: educational consequences and protective consequences.

- **Educational consequences** include opportunities for reflection and regulation outside of the class or in another classroom; removal of break or lunch times to complete missed work or time with a member of the Senior Leadership Team.
- **Protective consequences** include removal of break or lunch times to ensure other children and adults are safe; the establishment of a behaviour plan; an internal exclusion or a fixed-term suspension.

Level 1 - Redirection and correction stage For minor behaviour infringements, low-level disruption to learning, refusal to follow instructions, unkind behaviours. A restorative conversation is had when the child is ready. • Reminder of school rules and expectations, including reference to the Zones of Regulation • Redirection and correction of behaviours • Time to regulate outside the classroom
Level 2 Escalation in behaviours continued from level 1 but also include swearing (not directed at anyone), deliberately hurting others, punching, kicking, fighting, spitting, throwing objects, damage to personal or school property. A restorative conversation is had when the child is ready. • Miss part of break or lunch time • Standing with an adult on the playground for a minimum of five minutes • Regulation time in another classroom ❖ If a child has to be sent to another classroom, this will be added to CPOMS ❖ If there are two Level 2 instances in a week, a letter will be sent to parents for a behaviour discussion meeting
Level 3 Prolonged behaviour which results in unsafe behaviour towards self or others, including verbal and physical abuse directed towards an individual. Record made on CPOMS. A restorative conversation is had when the child is ready. • Internal exclusion for part of or the whole day with the Headteacher or Assistant Head. This could be extended to one week in the most extreme circumstances • Removal from the playground and time with a member of SLT
Level 4 Prolonged dysregulation with no de-escalation which included physical and verbal abuse towards members of the school community, including destruction of property and significant harm. Record made on CPOMS. A reintegration meeting is held at the end of the fixed-term suspension. Fixed term suspension - child is not permitted to be in school for a period of up to 5 days. For this type of response, we follow the North Leigh Primary School Behaviour for Learning Policy which is in line with the ‘School Suspension and Permanent Exclusion Statutory Guidance’ document.

Restorative conversations

If a child needs time out of class or in another classroom, there will be a restorative conversation to welcome them back.

Refer to the three school rules and ask children which one they did not follow/adhere to (see below).

Restorative conversations will be carried out in private and not in front of the whole class. This can be done by anyone, but will be ‘owned’ by the person dealing with the behaviour itself.

Restorative conversations will follow the **WARM** structure. All children and adults will be familiar with these questions so that we can all use them at any time:

W - What happened? What are you thinking now?

A - Who was affected? Was it fair what happened?

R - How will we repair this? When can this happen?

M - How can we move forward? What help do you need?

A summary of the restorative conversation will be put on CPOMS the same day that it is held.

Informing and working with parents

When a child has been sent to another class, then this incident will be recorded on CPOMS. If there are two instances in a week where a child has to be sent to another classroom, then parents will be invited in for a meeting to discuss the behaviours in school. This will be done through a letter to parents, given out on the day of the second instance.

Where behaviour is deemed to be unacceptable, children will be 'excluded internally' – meaning they will have to work separately from their classmates for an agreed period (usually not more than a day). Where this decision is taken, parents will be informed immediately and invited to meet with a member of the SLT to discuss behaviour issues and plan future strategies.

Where poor behaviour choices are repeated frequently over time, an individualised behaviour support plan will be created with the class teacher. Parents will be informed if this is in place

Supporting children who are dysregulated

Occasionally, some children will find calming down more difficult than others. They will be in crisis for prolonged periods which makes supporting their behaviour choices more challenging. When this happens, staff will use PACE strategies to support these children to regulate their emotions (see appendix B for further guidance on PACE).

By using PACE approaches, staff will have compassion for the child and recognise that they are struggling to handle something difficult. The PACE approach looks at the needs, motives and feeling underlying their behaviours, and recognises that the child may be feeling distressed, hurt, annoyed or upset

Recording Behaviour and Involvement of Parents

All incidents of a higher order (i.e. if pupils are repeatedly upsetting others, behaving in an unsafe way, hurting someone physically or causing damage) are recorded on CPOMS and will be communicated to parents.

Parents will be kept informed about matters relating to their child's behaviour through:

- Informal meetings and telephone calls between teacher and parent (e.g. at the end of the school day)
- Attitude to learning grades three times a year – presented at parent teacher meetings or via the written school report
- Scheduled whole school parent teacher meetings
- Behaviour discussion meeting with the teacher, parent and Headteacher
- The establishment of an individualised behaviour plan.

The child may be included at any stage in these meetings, at the discretion of the teacher and with the agreement of the parent.

Parents of children hurt by the inappropriate behaviour of another child will also be informed of what happened and that the school has dealt with it appropriately. School will not share the consequences and sanctions imposed on children to other parents.

Exclusion

If poor behaviour is serious enough, a pupil may be excluded from school for a fixed period or permanently. The Headteacher, Assistant Head and/or class teacher will confer as to whether this is the correct course of action before taking any steps to suspend or exclude a child.

In these cases the school will always adhere to guidance provided by the [Department for Education: Suspension and Permanent Exclusion 2023](#)

Oxfordshire County Council guidelines and support: [OCC Guidance on exclusions](#)

ODST Suspension and Permanent Exclusion Policy

There is an expectation that schools will have employed a range of measures to prevent the need for exclusion:

The very best alternative provision (AP) can be important in managing behaviour and providing alternatives to exclusion. This could include outreach support for pupils in mainstream schools and offering short term places to pupils who need a time-limited intervention away from their mainstream school. Schools should work with high quality alternative provision providers to ensure a continuum of support is available for pupils for whom good behaviour cultures and policies are not working. (DfE Guidance, September 2022 page 19)

The Department for Education also provides comprehensive information about measures schools can take to manage behaviour:

[DfE Behaviour in Schools September 2022](#)

In all instances, the school is committed to ensuring that fixed term and permanent exclusion is only used as the last resort in managing behavioural issues.

Special Educational Needs and Behavioural Difficulties

In managing behavioural difficulties, the school will have regard to the Code of Practice for Children with Special Educational Needs, and will strive to ensure that children's special learning needs are identified and met. The school will endeavour to work with parents of those children with additional needs to provide an inclusive and supportive environment.

Where a pupil's special educational needs are not met by appropriate learning interventions or the Local Offer, consideration should be given to an Education Health and Care Plan (EHCP).

Support will be sought from external agencies (e.g. Educational Psychology, Educational Social Workers, Behavioural Support Team, Special School Outreach etc.) for all children identified as having additional needs resulting in emotional, social and or behavioural difficulties.

Support will involve devising an individual programme including elements such as building self-esteem, behaviour recovery, taking responsibility and being included as part of the school community.

Some children such as those who display extreme behaviour in association with learning disability and/or autistic spectrum disorders or behavioural emotional and social difficulties present different challenges with regard to the use of force (see below).

In such cases, a positive handling or behaviour management plan should be developed for the individual pupil in consultation with the pupil, their parents, the SENDCO and the class teacher. The *Behaviour Support Service Risk Assessment* can be used for this purpose. (Appendix 3)

Where behaviour management of children with SEND is challenging, behavioural incidents are recorded on CPOMS so that school can better understand underlying causes of behaviour and if appropriate, an Individual Behaviour Plan will be drawn up in support of consistent and positive behaviour strategies.

Any specific strategies or techniques to be implemented will be agreed with parents and shared with all staff.

The Use of Force to Control or Restrain Children

This school makes use of DfE guidance:

[DfE Use of Reasonable Force in Schools July 2015](#) is issued to all staff on induction. This document includes guidance on reducing the likelihood of situations arising where force is required, deciding if force is appropriate, examples of situations where the use of force may be reasonable and using force safely.

All incidents which require the use of force or restraint should be reported to the Headteacher immediately and a written record kept. Parents must be informed of any incident where force or restraint has been employed in regard to their child.

Bullying

Bullying (including verbal, psychological, physical, on-line or cyber, racist, homophobic, sexual, intimidation, ableist or social behaviour based on difference) is a form of unacceptable behaviour and is dealt with in our Anti-Bullying Policy. Instances of bullying and notable incidents of poor behaviour will be included in the Headteacher's Reports to the Governing Body.

This Policy should be read alongside:

- Anti-Bullying Policy
- Code of Conduct for Parents and Carers
- Home School Agreement
- Staff Code of Conduct
- Special Educational Needs Policy
- Suspension and Permanent Exclusion Policy
- Guidance on the Use of Force to Control or Restrain Pupils
- OCC Guidance on Exclusion [OCC Guidance on exclusions](#)

Central Policy:

Trust-wide, applicable at trust and school levels.
Schools may not make any changes or adaptations

Behaviour Principles Written Statement

North Leigh CE Primary School

Approved by:	Ethos & Governance Committee
Date:	June 2023
Next review date:	June 2026

Adopted by school:	North Leigh CE Primary School
Date:	12 May 2025

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Statement of Intent

This statement applies to all schools of the Oxford Diocesan Schools Trust and should be read in conjunction with each school's local behaviour policies and procedures. It is required by statutory guidance issued by the Department for Education.

This Statement of Intent must be reviewed every 3 years.

Introduction

Positive behaviour in schools is paramount as this is central to a successful education. Consistent behaviour management helps to create and protect the positive relationships built within the whole school community. Schools should ensure high standards of behaviour that pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave.

The Trust's schools endeavour to manage behaviour well so they can provide calm, safe and supportive environments in which pupils want to attend and where they can learn and thrive. The Trust and its schools are committed to providing welcoming, calm, secure learning environments, where the culture is focused on the well-being of each member of our school community whilst also limiting disruption. We expect all members of our school community to respect the feelings of others and to treat people with dignity.

Relationships underpin all that we do and we approach behaviour management from this viewpoint. We continually work to make, maintain and, when necessary, repair relationships and connections. The emphasis is on nurturing positive and respectful relationships so that conflict is less likely. In adopting this approach, we aim to develop a culture in which relationships are strengthened and people demonstrate empathy, compassion and understanding towards one another. School will instil in pupils the importance of doing the right thing for the right reasons, which involves holding people to account in a meaningful and constructive way, agreeing clear boundaries within which to work and providing the right support and encouragement to reach agreed goals. It is about working 'with' people at every opportunity. Our schools aim to provide nurture and support alongside clear boundaries and expectations of behaviour. The Trust and its schools recognise that pupils' behaviour is a form of communication and that all work hard to respond appropriately. Adults in school are trained to recognise these needs and feelings being expressed and to help pupils to understand and regulate their own behaviours.

Vision

At the heart of our vision is our belief in educational excellence. We believe we are called to serve our pupils, staff, parents and their local community by providing academies with the highest levels of academic rigour and pastoral care. Our academies are places where children and young people develop and thrive intellectually, socially, culturally and spiritually. Our vision, ethos and values underpin our positive behaviour ethos as we strive to support the diverse needs of all pupils.

We value every individual and understand that our sense of “community” and of belonging are vital to well-being. We strive to empower pupils to achieve, and to feel valued and supported. This is underpinned by embedding an inclusive, restorative and nurturing culture across the Trust and the building of positive, respectful and consistent relationships.

Aims

This statement of principles aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;
- Outline the expectations and consequences of behaviour;
- Provide a consistent approach to behaviour management that is applied equally to all pupils;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Appendix B

Behaviour Principles and Practices

Promoting positive behaviour

The first step in mitigating against any poor behaviour is to focus on positive behaviours in the classroom. Teachers should focus on positive behaviour choices within the classroom and around the school. Being ready to learn, polite, helpful and respectful are all key behaviours to promoting positive behaviour standards.

Positive behaviour will be acknowledged through the following:

- Verbal praise
- A house point
- Name on the recognition board
- Star of the Week award
- Opportunity to share work with another member of staff

Positive behaviour can be recognised for the individual and/or the whole class. Class teachers have the discretion to use age appropriate personalised reward systems for whole class good behaviour.

All staff at North Leigh CE Primary School will strive to achieve a consistent approach to recognising positive behaviour.

Sanctions and consequences

North Leigh CE Primary School recognises that occasionally, poor choices for behaviour are made by children. As a result, there are clear steps for managing different levels of behaviour. There are two guiding principles for consequences: educational consequences and protective consequences.

Adaptive strategies and provision will be in place through a behaviour plan, created by the class teacher, for those children who require additional support.

- **Educational consequences** include opportunities for reflection and regulation outside of the class or in another classroom; removal of break or lunch times to complete missed work or time with a member of the Senior Leadership Team.
- **Protective consequences** include removal of break or lunch times to ensure other children and adults are safe; the establishment of a behaviour plan; an internal exclusion or a fixed-term suspension.

Level 1 - Redirection and correction stage

For minor behaviour infringements, low-level disruption to learning, refusal to follow instructions, unkind behaviours. **A restorative conversation is had when the child is ready.**

- Reminder of school rules and expectations, including reference to Zones of Regulation
- Redirection and correction of behaviours
- Time to regulate outside the classroom

Level 2

Escalation in behaviours continued from level 1 but also include swearing (not directed at anyone), deliberately hurting others, punching, kicking, fighting, spitting, throwing objects, damage to personal or school property. **A restorative conversation is had when the child is ready.**

- Miss part of break or lunch time
- Standing with an adult on the playground for a minimum of five minutes
- Regulation time in another classroom
- ❖ If a child has to be sent to another classroom, this will be added to CPOMS
- ❖ If two instances in a week, a letter is sent to parents for a behaviour discussion meeting

Level 3

Prolonged behaviour which results in unsafe behaviour towards self or others, including verbal and physical abuse directed towards an individual. Record made on CPOMS. **A restorative conversation is had when the child is ready.**

- Internal exclusion for part of or the whole day with the Headteacher or Assistant Head. This could be extended to one week in the most extreme circumstances
- Removal from the playground and time with a member of SLT

Level 4

Prolonged dysregulation with no de-escalation which included physical and verbal abuse towards members of the school community, including destruction of property and significant harm. Record made on CPOMS.

A reintegration meeting is held at the end of the fixed-term suspension.

- Fixed term suspension - child is not permitted to be in school for a period of up to 5 days. For this type of response, we follow the North Leigh Primary School behaviour policy which is in line with [‘School Suspension and Permanent Exclusion Statutory Guidance’](#) document.



Restorative conversations

When a child needs time out of class or in another classroom, there **must** be a restorative conversation to welcome them back.

Refer to the three school rules and ask children which one they did not follow/adhere to (see below).

Restorative conversations need to be carried out privately and not in front of the whole class. This can be done by anyone, but should be ‘owned’ by the person dealing with the behaviour itself.

Restorative conversations should follow the **WARM** structure. All children and adults should become familiar with these questions so that we can all use them at any time:

W - What happened? What are you thinking now?

A - Who was affected? Was it fair what happened?

R - How will we repair this? When can this happen?

M - How can we move forward? What help do you need?

A summary of the restorative conversation needs to be put on CPOMS the same day that it is held.

Restorative Pathways

Imagine a child throwing chairs around.

Now imagine it's a member of staff. How would we react?

We'd ask what is wrong!

At North Leigh, we support dysregulated children through applying PACE strategies.

PACE strategies

Playfulness

Engage in light-hearted activities, use a playful tone of voice and find opportunities for shared enjoyment.

- Use a light tone of voice, like you might use when story-telling, rather than an irritated or lecturing tone.
- Show with your eyes, eyebrows, smile that you are interested in what the child is doing and saying. Try and soften your facial expressions, and lower your body to their level, so not to tower over them.
- Make a game of getting organised; practise socialising using fun role-play; give the child a job during a busy transition.

Acceptance

Accepting the child's intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. You can limit the behaviour while at the same time understanding and accepting the motives underlying the behaviour.

Instead of saying, **'Don't say that'** respond with **'I'm sorry you feel that way'** or **'I didn't realise you felt that way, no wonder you are angry/upset.'**

Possible responses

- *"I can see how you feel this is unfair. You wanted to play longer"*
- *"You probably think that I don't care about what you want"*
- *"You were letting me know that you were really scared when you ran away from me."*
- *"I can hear you saying that you hate me and you're feeling really cross. I'll still be here for you after you calm down."*
- *"I'm disappointed by what you did, but I know you were really upset. It doesn't change how much I care about you."*

Curiosity

Children often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why. Curiosity, without judgment, is how we help children become aware of their inner life and reflect upon the reasons for their behaviour.

Instead of judging a child's behaviour, ask **'I wonder what made you feel that way?'** or **'Can you help me understand what's going on?'**

Possible responses

- *"I'm wondering if you broke the toy because you were feeling angry."*
- *"I'm thinking you're a little nervous about going back to school today, and that's why you don't want to get ready this morning."*
- *"I've noticed that you've been using a really loud voice, and if you're trying to tell me that you're angry with me."*
- *"I'm a little confused. Usually you love going for a walk, but today you don't want to go. I'm wondering what's different about today."*

Sentence starters for Curiosity phase

- I wonder if....
- Could it be...?
- I am trying to imagine....
- Can you help me understand...?
- Tell me if I'm getting this wrong...
- It sounds like you might really be struggling with...
- Is there a part of you that...?
- As you were talking I was starting to think that maybe...
- Does this make any sense...?

Empathy

Being empathic means the adult actively showing the child that their inner life is important to the adult and that they want to support the child during their hard times. The adult is demonstrating that they know how difficult that experience is for the child. The adult is telling the child that they will not have to deal with the distress alone.

Possible responses

- *"You are SO upset about this right now. That must be really hard!"*
- *"It hurt so much when she didn't ask you to play. You were probably thinking 'Why did she do that?' It was a real shock for you."*
- *"You wanted to have another turn so badly. You were so excited about it and it's so unfair that we ran out of time"*
- *"It seems to you like he hates you. That must be really hard. I know you like him a lot, so this is pretty confusing"*
- *"I know it's hard for you to hear what I'm saying."*
- *"Me saying 'No' has made you angry with me. I get why you don't want to talk to me right now."*

Sentence starters for Empathy phase

- It sounds like it's been really tough...
- You have had lots of tricky times...
- I am so sorry it's been so hard for you...
- I can't even imagine how that was for you...
- I really want to hear how it's been for you...
- I think I am starting to understand now.....
- I think you might be letting me know that....
- If you had words for those feelings, I wonder what they would be....
- Let's make sure I've got that right....

