



# Behaviour Policy & The Empowerment Approach

A therapeutic, relational, and inclusive framework for building the future together.



# Vision & Ethos: A Rights Respecting School

Understanding our own rights leads to respecting the rights of others.



## Article 3

The best interests of the child must be a top priority.



## Article 19

Protection from all forms of violence, abuse, and neglect.



## Article 28

Discipline in schools must respect children's dignity.



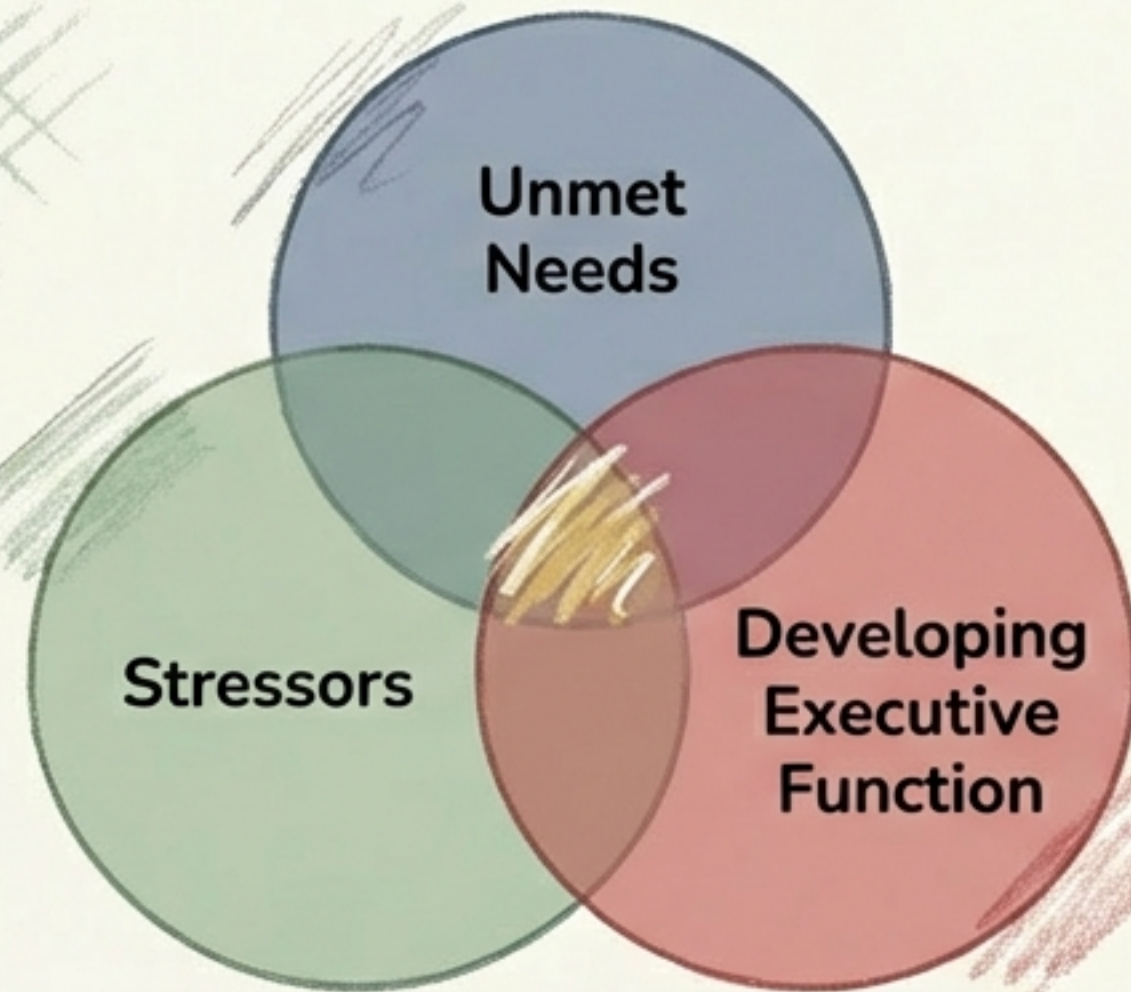
## Article 36

Protection from bad treatment and exploitation.

**Core Values: Identity, Self-worth, Curiosity, Happiness.**

# Reframing Behaviour as Communication

## The Analysis



The Root Causes of Behaviour

## The Mindset Shift











**Curious**  
**Not Furious**



From Punitive to Restorative

**Core Belief: When people feel better, they do better.**

# The 5C Needs: The Root of Behaviour

Comfortable	Connected	Count	Capable	Control
				
<b>Unmet Needs = Challenging Behaviour</b>				
I feel uncomfortable	I feel disconnected	I feel I do not count	I feel incapable	I feel a lack of control
				

# Creating the Climate for Success



## Recognition over Rewards

Moving from extrinsic stickers to intrinsic pride.

*"You put so much effort into your writing – you must feel so proud of what you have achieved."*



## High Expectations

Agreeing on expectations ahead of time and supporting children to prepare and plan to meet them.



## Brain Best

Explicitly teaching Executive Function skills so children understand their own biology and reactions.

# The Golden Thread: Our Moral Compass



**The Shift:** Moving from 'Don't get caught' (fear of punishment) to 'Is this the right thing to do?' (empathy and impact).

# When Things Go Wrong: The Response Mindset

## Our Approach

We address unhelpful behavior:

- - Persistently
- - Insistently
- - Consistently
- - ...with a bucketful of Kindness.

“Connection  
before  
Correction”

## Protective Measures

When children struggle, we provide:



**Supervision**



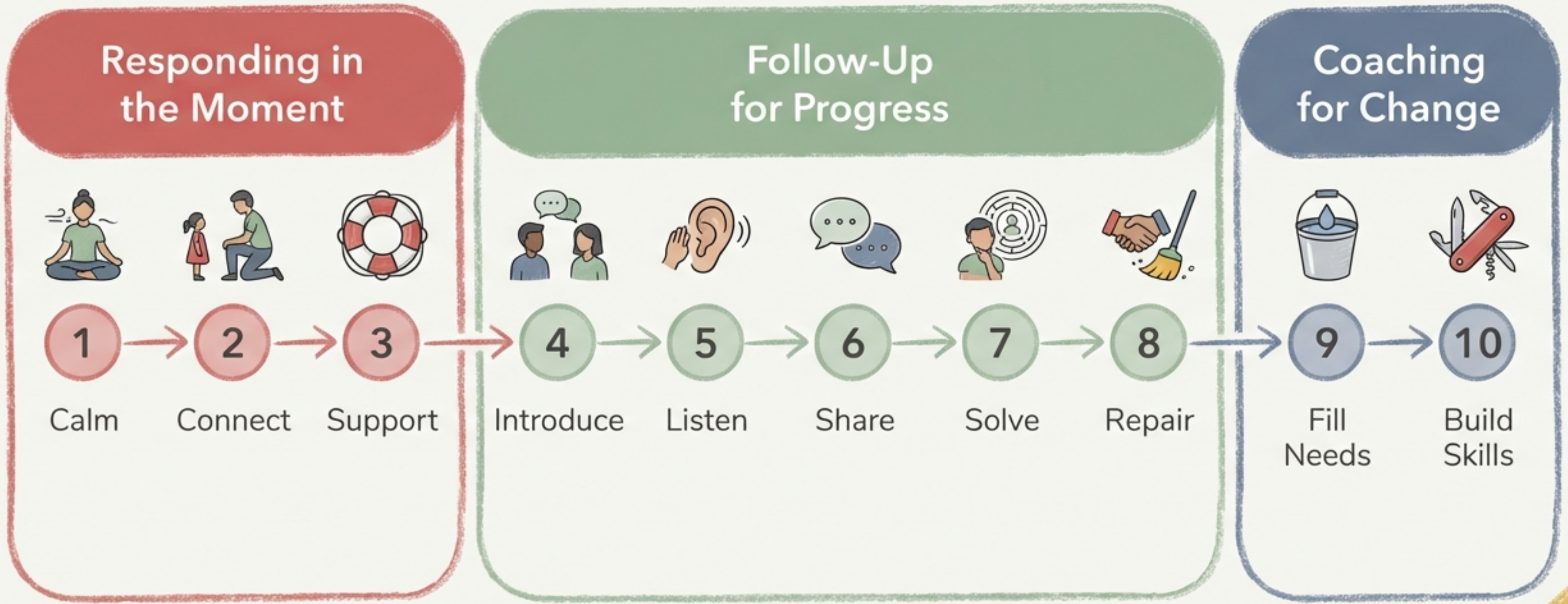
**Safety**



**Skills**

**Natural Consequences** focus on **impact** (unsafe feelings) rather than arbitrary punishment.

# The 10-Point Response Plan



# The Empowerment Approach: Low-Level Support



1-2  
mins

## Stage 1: Coaching Prompt

- **Context:** Immediate, Quick (1-2 mins).
- **Goal:** Co-regulation to return to calm.
- **Key Script:** “I noticed... What was up?”
- **Key Script:** “We need you to be at your brain best.”



10  
mins

## Stage 2: Coaching Conversation

- **Context:** Structured chat (10 mins) for repeated small struggles.
  - **Goal:** Identify needs and concerns.
  - **Key Script:** “It needs to be good for you, me and everyone – let’s have a think at how you could do that.”
- Note:** Only happens when the child is regulated.

# The Empowerment Approach: High-Level Support



## Stage 3: Coaching Time

- **Context:** Persistent low-level problems or significant incidents.
- **Action:** Focused plan with a senior leader.
- **Duration:** Monitored over up to 6 weeks.



## Stage 4: Coaching for Change

- **Context:** Significant unmet needs or deeply ingrained behaviors.
- **Action:** Intensive intervention (Coaching Programme).
- **Involves:** Child, Family, Multi-agency support.



**Suspension:** A safety measure of last resort. Used only if safety is compromised or behavior cannot be modified despite all steps.

# Repair Time: Fixing the Relationship

The incident isn't over until the relationship is repaired.

1



## Explore Perspectives

Helicopter view: Look at the issue as an outsider. Compare your view vs. others.

2



## Identify Needs

Who and what needs repair?  
Link back to 5C needs.

3



## Plan

Plan how, when, and where the repair will be done.

# The Art of the Follow-Up

Follow-up needs the patience and care of a surgeon.

## Introduce Issues



Start with evidence (“I saw...”).  
Reassure: “Don’t worry,  
you’re not in trouble.”

## Share Concerns



Use “I” statements, not  
“You” accusations.  
Be a Positive Challenger.

## Listen



Listen to understand, not to  
respond. Stay curious.

## Problem Solve



Invite them to solve:  
“I wonder if you can  
work out a way...”



# Scripts & Language: What to Say

AVOID ✖

**“Why did you do that?”**

Implies shame and blame.

USE ✔

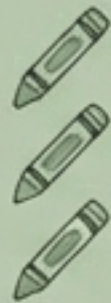
**“I wonder...”**

- **Empathy:** “It’s understandable that you feel...”
- **Validation:** “That’s a big feeling... I wonder what’s happened.”
- **Ownership:** “Do you want that to change or stay the same?”
- **Support:** “How can we help you?”
- **Correction:** “I’m not sure that aligns with our values.”

# Roles & Responsibilities



## Adults



Curators of culture.  
Calm models.  
Consistent partners  
who follow up every  
incident.



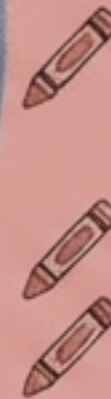
## Children

Shared  
Respon-  
sibility &  
Growth

Active participants.  
Understanding  
their rights.  
Setting their own  
goals.



## Parents



Partners in  
consistency.  
Supporting the policy.  
Receiving clear  
communication.

# Building the Future Together

- ✓ 1. Start with **Calm, Connect, Support**
- ✓ 2. Follow up with **Listen, Share, Solve**
- ✓ 3. End with **Repair**

Building the future together

**Ultimate Goal:** Developing Independence, Internal Motivation, and a Strong Moral Compass.  
We are insistent, persistent, and consistent—with a bucketful of kindness.